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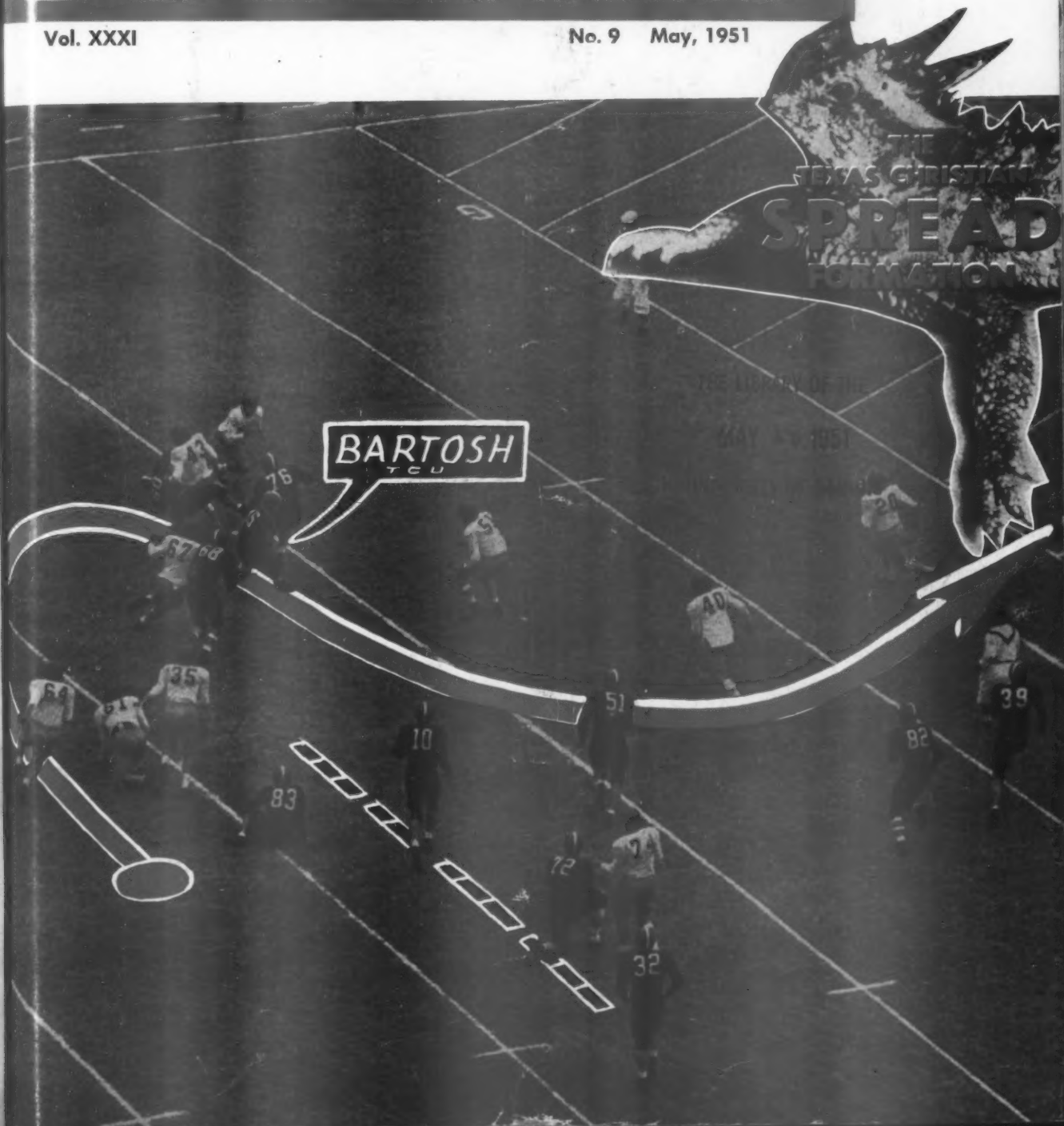
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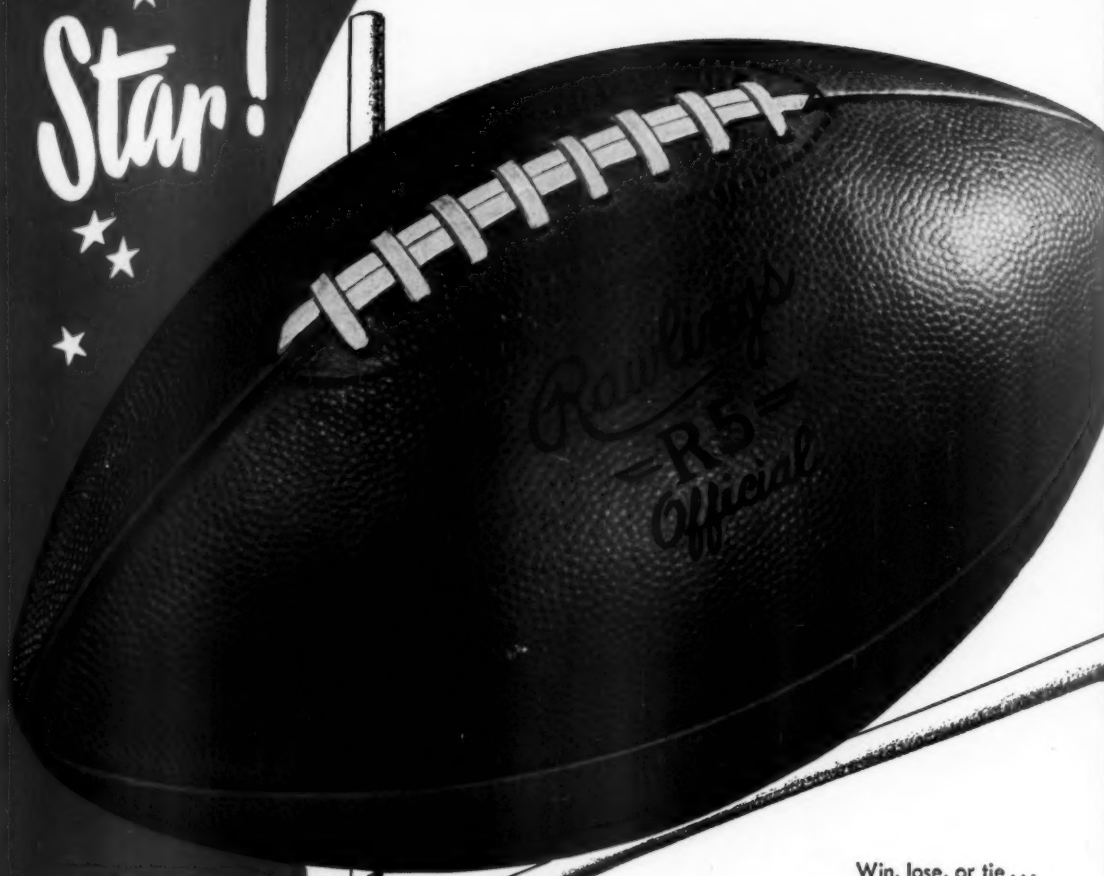
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TEXAS CHRISTIAN
SPREAD
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The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Volume XXXI

Number 9

MAY, 1951

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FRONT COVER ILLUSTRATION

Gil Bartosh scoring for Texas Christian University against South-
 ern Methodist University last season. Note particularly how the
 defense is drawn out of position. For an insight into the famed
 T.C.U. spread see pages 7-17. "Fort Worth Star Telegram" photo
 by Al Panzera.

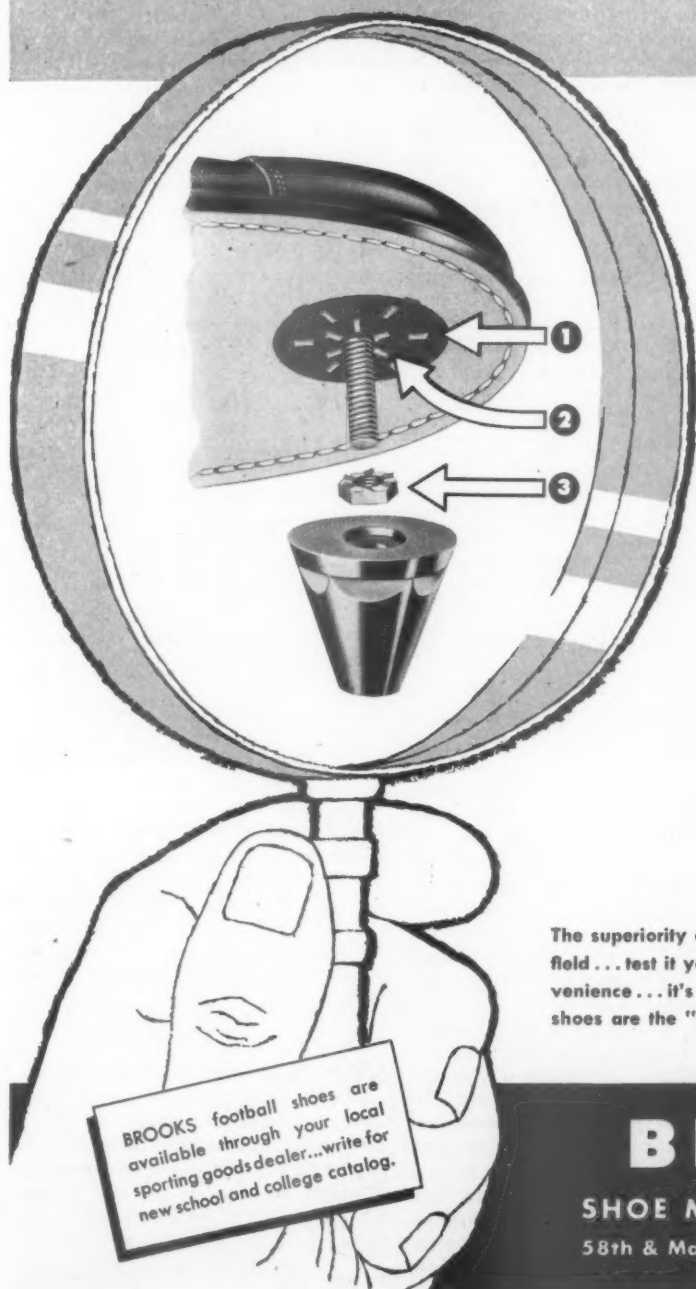
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the patented Lock-Tite detachable cleat system with these important advantages...

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from here
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TWO Marquette graduates recently guided their teams to state basketball championships. Ernie Kivisto, basketball star at the Hilltop school, guided his Miami, Arizona, team through the season undefeated, while Harry Kinert, sprinter on the 1938-40 track teams, won the Illinois title with his Freeport team. . . . At the recent meeting of the National Association of Basketball Coaches, the Hillyard Chemical Company presented honorary life membership cards of ten carat gold to the past presidents of the Association. The list of recipients reads like a "Who's Who"—Phog Allen, Craig Ruby, Lou Andreas, A. A. Schabinger, "Olie" Olsen, Roy Mondorff, Howard Ortner, "Dutch" Lonborg, "Doc" Carlson, George Edwards, Bill Chandler, B. T. Grover, Nat Holman, "Nels" Norgren, Ed Hickox, Blair Gullion, Howard Hobson, H. W. Read, John Bunn and the retiring president, Vadal Peterson. As a reciprocal gesture, Robert and Walter Hillyard and Elliott Spratt were given honorary memberships in the Association.

BASEBALL coaches are pushing the track coaches for length of tenure as these three New York City coaches will bear witness. Andy Coakley is starting his 37th season at Columbia, Bill McCarthy his 30th at NYU and Jack Coffey his 29th at Fordham. . . . Bill Kelly goes into college coaching when he assumes his new duties as head football coach at Central Michigan College. Bill leaves an outstanding record behind at Arthur Hill High School in Saginaw. . . . In the same vein, Charlie Waller joins the staff at Auburn. Last year Waller guided his Decatur team to the Georgia state championship. . . . Speaking of championships, Paul Moon who successfully guided his Davenport, Iowa, team to a repeat in the Iowa tournament, has coached Davenport in 15 state meets, winning six of them, and for the last five years has had a team in the final meet. In 1930 Moon's Davenport team beat Newton for the championship

by a score of 16 to 11. In the final game of the 1950 season Ed Lindsey of Davenport scored almost as many points as the combined score, when he registered 25 points. . . . Lanier Senior High School of Macon, Georgia has a strangle hold on the Class AA tournament of that state having won 16 of the 30 tournaments held. . . . Bulkeley High School of New London won this year's Connecticut Large School Tournament, but will never win another because the school goes out of existence this June. . . . The same holds true for Knoxville High School which was coached to the Tennessee championship by Buford Bible. This school is being broken up into several high schools.

WALTER CAREW, baseball coach at Concord, Massachusetts, High School, has been recalled by the army and his place is being taken by John O'Connell, former baseball captain at Boston University. . . . Also departing for the army is Dick Rutherford of Townsend, Massachusetts, High School, and he is being replaced by Henry Zabierek, Rhode Island State College graduate. . . . Among other recent changes—"Mike" Milligan, former head coach at Pitt, goes to Purdue as an assistant to Stu Holcomb. Steve Sinko leaves Indiana, where he served as line coach to return to Boston University as line coach for Buff Donelli. Sinko was line coach at Boston University in 1947-1948. . . . Bob Margarita, who suddenly found himself without a job when Georgetown gave up football, will assist Lloyd Jordan at Harvard this fall.

WALLY Roettger has turned in a terrific record since taking over as baseball coach at Illinois, having won 200 games for a .643 winning average. Against conference competition he has fared even better, winning 108 and losing but 57 for .655 mark. . . . "Brick" Breeden, Montana

(Continued on page 40)



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when you use
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Addition to
Purdue University Stadium,
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Owner: Ross-Ade Foundation,
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THIS STEEL addition to the Purdue University grandstand is 60 feet deep by 415 feet long and contains 30 rows. It increases the stadium's seating capacity by 7,100 persons. In addition to the steel framework, American Bridge Company erected the wooden seats, pipe handrailing and foundations, including steps or stairs extending from concourse levels to portals.

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● When stadium construction is again permissible, more and more institutions will, like Purdue University, specify steel deck construction. The steel deck construction used here for the stadium addition has many advantages to offer projects like this. It costs less per seat to erect . . . and goes up in a very short time. Another feature of this type of construction is that, because it requires less supporting under-structure, it makes available a valuable area of

weatherproof space underneath the deck.

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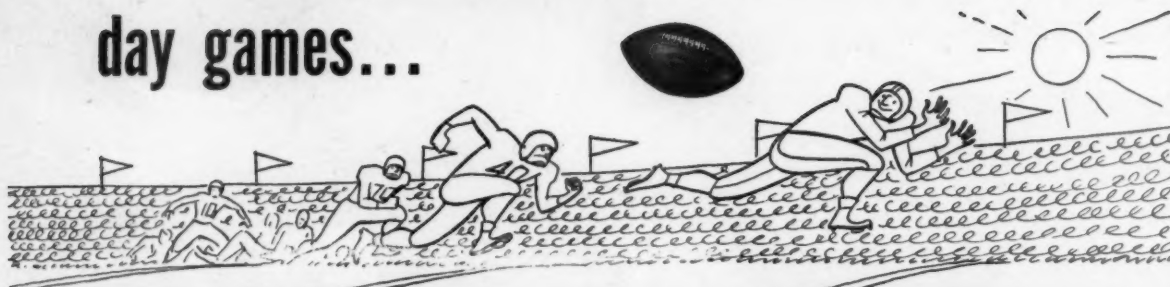
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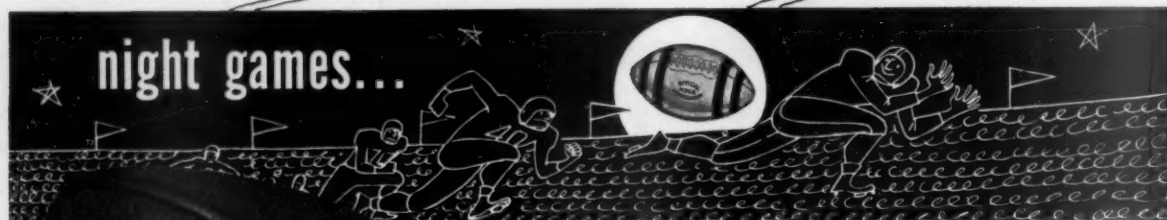
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Overall Offense of

The Texas Christian

S P R E A D



By L. R. "DUTCH" MEYER
Head Football Coach, Texas Christian University

TEXAS Christian University's offense is based principally on the spread formation. It is felt that the set-up we use is ideal for the combined pass, run and quick kick. This is true especially where linemen are not big and powerful blockers. It will be noticed in the illustration below, that our five middle linemen — the center, guards and tackles — are in a balanced line position and there is a slight split between each. These splits may vary somewhat with the individuals. We vary these splits according to the defensive patterns encountered and it gives freedom to the linemen. The entire idea of this offense is to get excellent blocking angles on the defensive men. It is our practice to deploy the fullback and halfbacks as follows; in case we go to the right formation, our fullback lines up three to four yards from the tackle and one yard back; the halfback is four yards removed from the fullback, also a yard back, and the end is four yards from the halfback, on the line of scrimmage. On the short side, the halfback is removed four to five yards from the tackle and one yard back of the line of scrimmage, and the end is four or five yards from the halfback, on the line of scrimmage. The tailback is directly behind the center, five to seven yards back. With this pattern of offense, the eligible pass receivers may get out quickly and the opponents must set up a defense to

cover both short and long passes. This set-up decreases the severe rushing.

First, we will take up the offensive maneuvers against the five-man line with ends in tight (Diagram 1 following page). Against this defense we use the fullback and halfback on the end and our end on the inside linebacker with both guards pulling wide to hit wide with the tailback; or the left halfback is running, we start him two counts early. A companion pass is for the right halfback and the right end to false block the same opponents and then to go five to seven yards beyond the line of scrimmage and hook. The fullback will block on the defensive end and the guards will pull wide and

protect the passer, with either the tailback or the left halfback doing the passing (Diagram 2).

On a wide run to left, the end and the left halfback block in on the defensive end and the guards lead wide. All the backs and ends are taught to block the first man to their inside.

In case plays are used to hit the middle holes, we use the cross block (Diagram 3). The tailback carries the ball to the fullback on a short reverse through the middle holes. With either halfback in motion, we fake the ball and the tailback runs the same holes. The plan is to hit the same hole from several maneuvers with no new blocking.

When the opposing linebackers are sliding with a man-in-motion, we use the keep-and-run against the motion by the tailback, or the double reverse with the halfback in motion, giving the ball to the opposite halfback. From the double reverse we also use a pass where both ends go deep and cut toward the double reverse. Inasmuch as both ends block beyond the line of scrimmage on the run, we find they get open on the pass.

When the opponents deploy into a five-man line with the ends wide, we have our right guard block the opposing end out with the up backs and the end blocking in the secondary. The ball-carrier cuts inside of the end.

(Continued on page 17)

"DUTCH" MEYER graduated from TCU in 1922 and was signed by the Cleveland Indians. A shoulder injury, however, cut short his baseball career and he returned to Fort Worth to coach Polytechnic High School for one year. He then became freshman coach at TCU and over a period of eleven years his teams won 29 of 35 games. In 1934 he became head coach and since then has won 128 games, lost 73, with 13 ties. "Dutch" also serves as athletic director.





(Series A) SHOVEL PASS

The top illustration shows the start of the shovel pass. In Illustration 2, the tailback starts to drift with the center, number 51, coming out for the end. In the third illustration, the center, end, number 83, and left half, number 82, are going down into the secondary. In the fifth frame, the center is applying a block on the end. In the sixth illustration, the tailback throws an overhead pass to the fullback, number 27. The balance of the illustrations show the completion of the pass with the fullback carrying the ball into space cleared by the end and halfback.

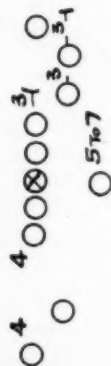


Diagram 1. Offensive spread formation with spacing.

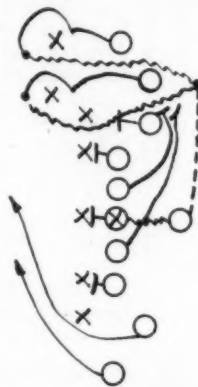
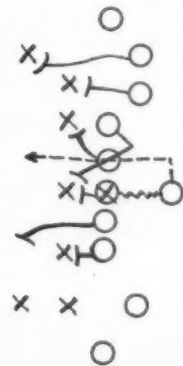


Diagram 2. Hook pass.



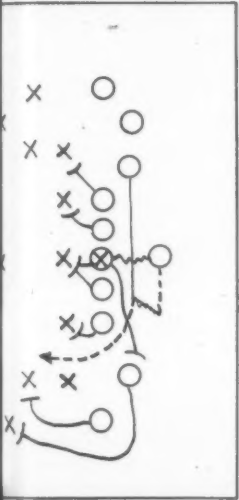
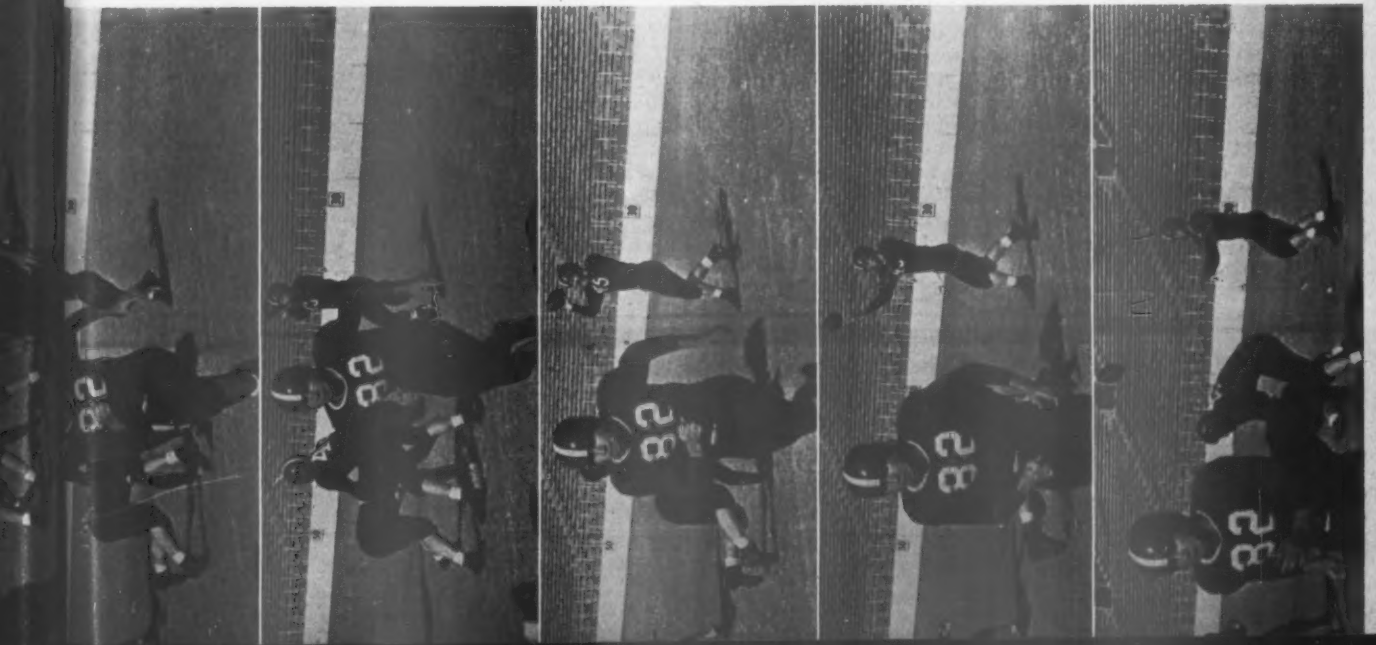


Diagram 4. Shovel pass.

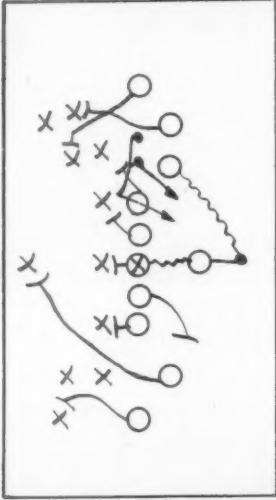


Diagram 5. Screen pass.

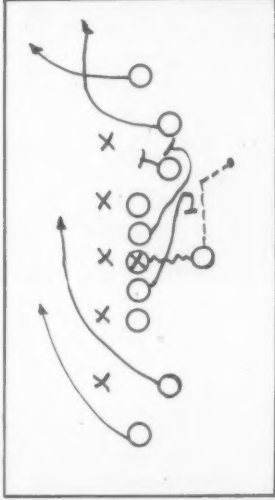


Diagram 6. Running pass.

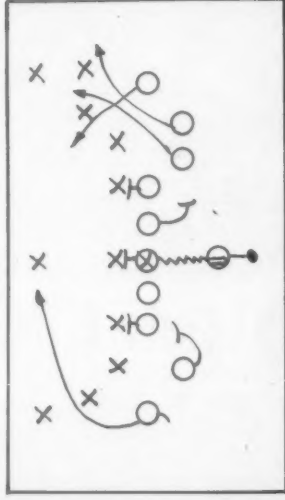


Diagram 7. Short zone pass.



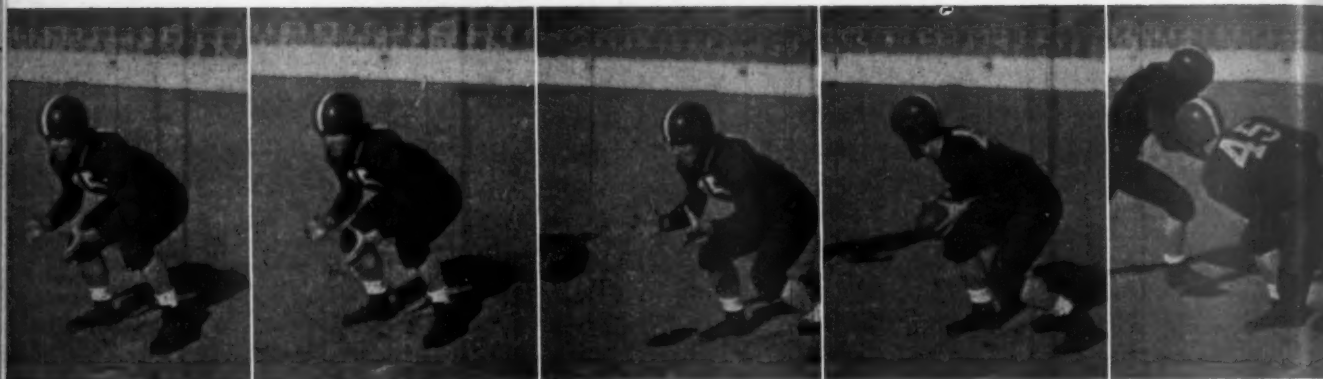
Backfield Play in

The Texas Christian

S P R E A D



By L. R. "DUTCH" MEYER
Head Football Coach, Texas Christian University



(Series B) Gilbert Bartosh demonstrating tailback stance and spin. This series clearly shows the fake of the halfback on a spin and keep. Note how Bartosh hides the ball.

WE select our backs according to the individual ability necessary for each position. The tailback is the play director and must be a boy with excellent judgment and one who is able to picture the defensive patterns. He must also be able to assemble information regarding the defensive play of each individual. Regarding physical ability, the tailback must be a good passer and runner. In addition, he must be a good ball-carrier and spinner, and he should be able to quick kick.

Our passer is taught to carry the ball away from his chest, in a comfortable position, from which the release of the ball can be made rapidly. He is taught to grip the ball either with his thumb on the lace, or his fingers on the lace, according to his choice. The forefinger is split away from the middle finger, as is shown in the illustration of the passer.

A passer must be taught to anticipate when his receiver will be open and deliver the ball so it will be there when the receiver arrives at that

point. Too many passers wait until the receiver is open before they start the release of the ball and, consequently, the receiver is covered before the ball arrives.

The passer must have *ice water* in his veins and should not become upset when rushed. He must be taught that being thrown for a loss is not a tragedy. The worst mistake a passer makes is to get hysterical and throw the ball under severe pressure.

Emphasis should be placed on teaching the passer to be very observant



(Series C) Shows the hand-off and maneuvers of the halfback. Note particularly the timing of halfback and ball and the spot where halfback should be when ball arrives at tailback.





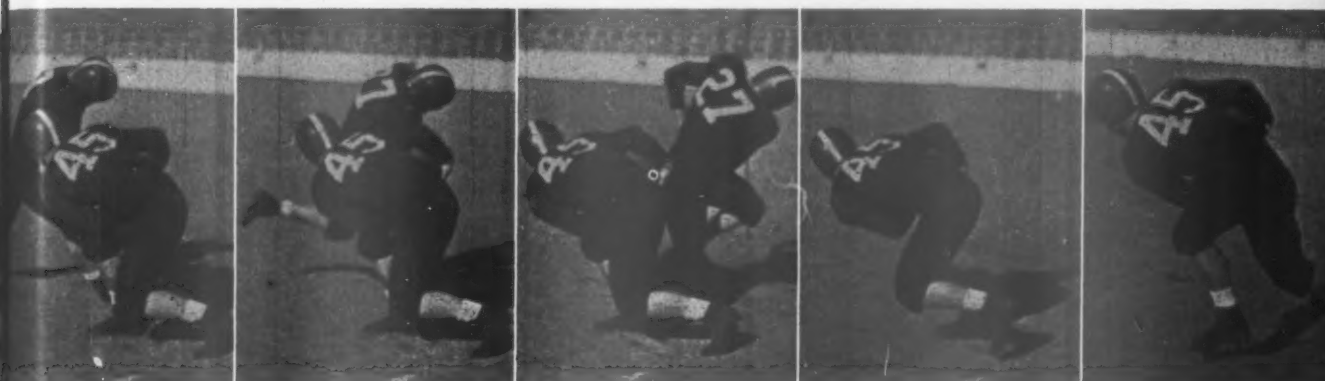
Bartosh illustrating his grip on the ball.

him to hit the more congested areas, particularly on short yardage and goal line situations. Inasmuch as our fullback goes out frequently on pass patterns, he must also be a very good pass receiver.

On running plays from this formation we teach our backs to go after the opponent quickly. When a back is teaming with another player, he is taught to use the straight shoulder block. If a back is assigned to an opponent by himself he is taught to use the long body block or the shoulder drive and reverse body block. Due to the fact that the spread formations tend to spread the defense, stress is placed on keeping an opponent in place rather than on the im-



Illustration shows position of ball at release of pass.



in regard to the rushers and if he is improperly rushed he should immediately turn the play into a run. This observance is one of the important qualifications of a good passer.

The tailback should be a fine spinner and be able to handle the ball on reverses and keep plays. He is taught to hand the ball to the other backs, into the stomach, where the other runners may shift it to the outside hip away from the defense and conceal it. When the spinner back keeps the ball, he should place it on his hip in order to conceal it. In either case, the boy who does not have the ball should carry through the play just the same as if he has it.

The fullback is selected first on his blocking ability, and second on his ability to run tough. We depend on

portance of moving him because open spaces have been made by causing the defense to deploy.

Halfbacks should be good blockers and fine pass receivers. They are taught the same maneuvers as are the ends in regard to our passing game. Regarding our man-in-motion attack, the halfback must learn how far in advance of the snap he must leave to arrive at a point one step away from the spinner when he makes his spin for the hand-off. We teach the halfback to carry his inside elbow and arm up so the ball may be placed in the stomach area and then to slide the ball to his hip away from the defense.

During recent years, fumbling seems to have increased and for this reason we stress the carriage of the ball. This point seems to have been overlooked in a great many scholastic programs.

The forward point of the ball should be covered by the fingers with the back point well into the arm pit.

When instructing the backs, we emphasize the importance of using interferers, to cut into the block, and know where the defender is being blocked. We use a drill that we think is excellent. Three men are put into a group; one as a ball-carrier to cut behind the block; the blocker follows through on the block and keeps his body between the runner and the defensive man; and the defensive man is taught to ward off the blocker with his hands and to move his feet so the blocker does not get contact and — last but not least — to tackle. We usually work across the field in this drill and permit only the ball-carrier to use a 10-yard zone in which to run.

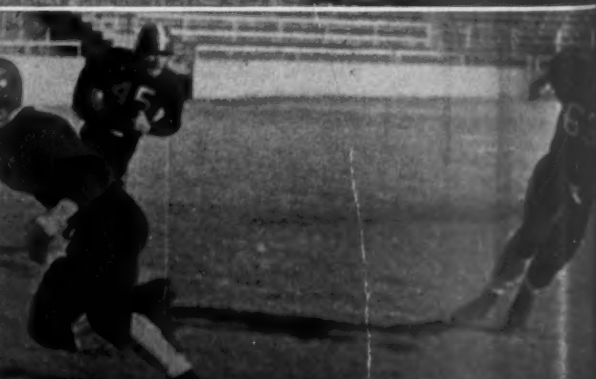
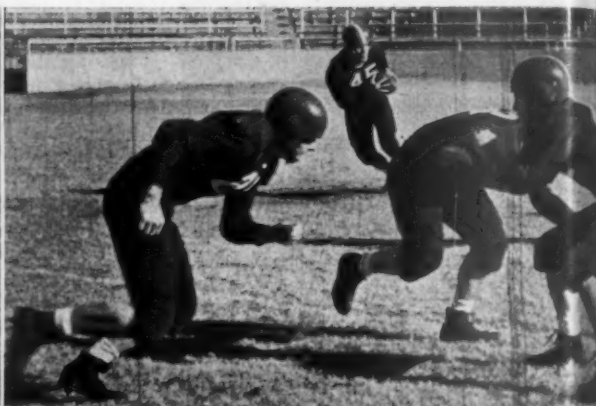


Our backs are taught the spin and roll away from the tackler by the use of the following drill. A player stands with a dummy and we have the ball-carrier drive into the dummy and roll

away from it. This drill has been advantageous in teaching a player to keep his feet and maintain body balance. It teaches a player how to get away from the tackler.

The kickers at Texas Christian University are taught to be at least 10 yards back and a player is allowed to use any stepping that he desires, as

(Continued on page 40)

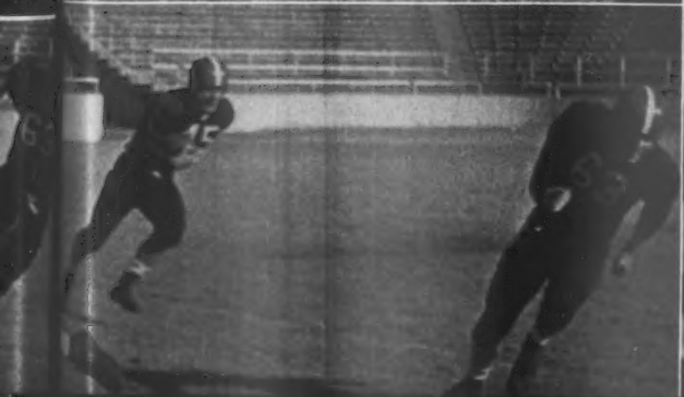


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(Series D) END RUN

(Illustrations read across). First row (illustrations 1-4) show fullback and half-back blocking in on end. Second row (illustrations 5-8) the end moves into the secondary for a block with the tailback faking a throw. Third row (illustrations 9-12) show the right and left guard leading the play. Bottom row shows the ball-carrier cutting in behind the blockers.



Line Play in

The Texas Christian

SPREAD



By ALLISON "ALLIE" WHITE
Line Coach, Texas Christian University

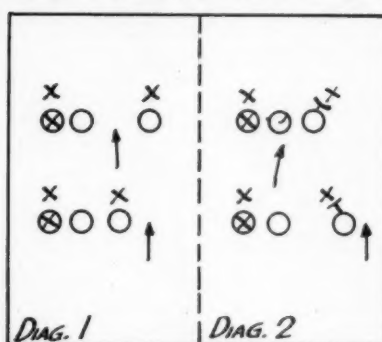
THE line play of the spread formation is similar in many respects to that of other formations. This article will deal mainly with the peculiarities of line play in this formation.

The purpose of the spread offense is to create a spread defense. One advantage is that of familiarity. For example, since most defensive tackles are chosen for their power, we seek to minimize the value of this factor by placing these tackles in a position for which they are not adapted or accustomed and where agility and speed might be of more value.

Another reason for the wide spacing in our attack is to execute the principle of *divide and conquer*. On wide plays, the two tackles and center are involved in holding the middle defense from assisting the extremities, while the guards and the runner try to outmaneuver the end and near secondary.

Because of the distance involved, mobility is the keynote in guard play in the spread formation. If the guards do not arrive before the end receives help from his teammates, we have not divided and will not conquer. This is especially true, since the whole pattern of the spread is dependent upon the successful execution of the end run. Before going into the detailed assignments of the linemen on this play, we would like to mention something about their spacing.

If there are men in front of the guards, that is to say, if the defense resembles a four or six-man line, the spacing between the middle linemen is slight. The guards should be fairly close to the center all the time in order that they will not disrupt the timing on the end run. They should also be fairly close to the center so that there will not be too much room for the defensive guards to maneuver in avoiding blocks from



the tackles, and especially the center whose head is down on the snap back.

On this type of defense, the tackles should be fairly close to their guards in order to block the men in front of the offensive guards.

If there is a man in front of the center, or if it is a type of five-man line, the guards still keep enough space for freedom of movement, but the tackles move out until they get a flanking position on, or cause a wide hole inside of their opponent. They should experiment on the defense's reaction to their spacing on plays to the opposite side and on passes. In

varying his position, the offensive tackle has the distinct advantage of knowing the play, and if he is not satisfied with the relative position of his opponent, he has the choice of taking a constant and normal spacing. The following rule is the basis for his position: If the defensive opponent moves with the offensive tackle, the offensive tackle should draw him away from the play (Diagram 1). If the defensive opponent ignores the offensive tackle, the offensive tackle should move into the hole for the blocking angle (Diagram 2). The diagrams tend to exaggerate the proportion and consequently the advantages. However, we believe there is a certain mechanical as well as psychological benefit involved.

The following explanation gives the specific assignments for the linemen on the end run to the right: The right tackle, on five-man spacing, blocks the man in front; and, on a six-man spacing, the man in front of the guard. While no particular type of block is demanded, the linemen practice making quick shoulder contact and sliding into a body block, placing their heads in the direction they expect the opponent to try to escape. If he charges hard, trying to upset the interference or catch the runner from behind, as is often done on the four or six-man line, the reverse body block is used. If he hits and floats, as he usually does on a five-man line, the regular four point side body block is used. Since this is a comparatively slow developing play because of the faking of the pass, special effort should be made to maintain contact by following up on the hands and feet.

The left tackle cuts sharply across the field to block the far halfback.

Both guards lead the play, pulling deep enough to avoid stumbling over

(Continued on page 42)

ALLISON "ALLIE" WHITE played tackle on the Frogs' undefeated team of 1938, following which he entered high school coaching at San Benito, and in 1941 went to North Side High School in Fort Worth. Following service as a naval officer, "Allie" coached the lines at Lehigh for three seasons, leaving in 1949 to become freshman coach at Texas Tech. He returned last season to TCU.

End Play in

The Texas Christian

S P R E A D



By OTHOL "ABE" MARTIN
End Coach, Texas Christian University

OFFENSIVE end play at Texas Christian, from the spread formation, is very similar to the play of a flanker back from many other formations. The end is split away from his tackle from eight to ten yards, depending on the position of the fullback.

On wide plays coming in his direction, as a general rule, the end is assigned to block the first man to his inside. This seems to be a very simple assignment but at times it will vary, and the end will have to make his own decision on the field of play. For instance, the opposing team may come up into a defense with a five-man line with two linebackers and an end in front of the offensive end. In this case, if the defensive fullback is stationed on the side to which the play is to be run, our offensive end will leave the man on his inside to be cared for by the backs and dig out for a deep secondary block.

On another occasion, the defensive end may assume a position just a step inside the offensive end position. In this case, the wing man may decide to step around the man to his inside (the end) and pick up a linebacker or secondary man. That will leave the opposing end to be blocked in or out by the offensive guard.

In perhaps 90 per cent of the cases, our general rule of the end taking the first man on his inside, holds true. He must, however, be able to think quickly and for himself in those special cases in order to make the wide spread plays operate.

It is possible that our offensive end will block against the linebacker, end, halfback, or a wide tackle to his inside, and in the final analysis, it is imperative that he know exactly what his teammates have been coached to do in various situations. This may sound a bit complicated, but actually it is fairly simple, especi-

ally against defensive men who do not alter their style of play. An opponent who does alter the style of play makes it a bit more difficult. For example, we have had instances where the defensive end who was stationed first in front of our end suddenly moved inside just before the ball was snapped and smashed in fast. When this happens, our end must change quickly from his original assignment, to that of picking off this smashing defender at the line of scrimmage.

OTHOL "ABE" MARTIN graduated from TCU in 1932 and coached high school ball until 1945 when he returned to TCU as chief assistant to Meyer. His El Paso team won the sector title one year and six of his seven teams at Lufkin were in the state play-off, the 1942 team reaching the quarter-finals. His 1944 team at Paschal of Fort Worth won the district crown.

The angle block is what we want at all times for the end as well as for all blockers. The end's assignment, therefore, may change to allow the best angle block either for him or for his teammate to the inside.

We teach our ends three blocks:

First, if the end knows positively that he will have help from one of the backs nearby, he will use a hard, driving shoulder block, staying on his feet, and driving through his man. This is particularly true if the defensive man has a tendency to charge hard.

Second, when the end steps across the line of scrimmage and waits for the opponent to show, we use a driving reverse body block trying to cut the opponent down. This is used on

a linebacker who has a tendency to drift with the play.

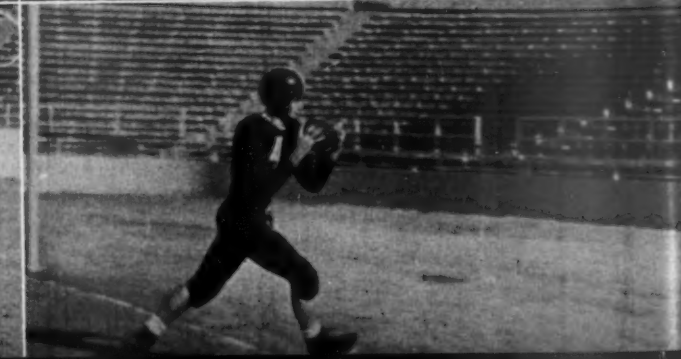
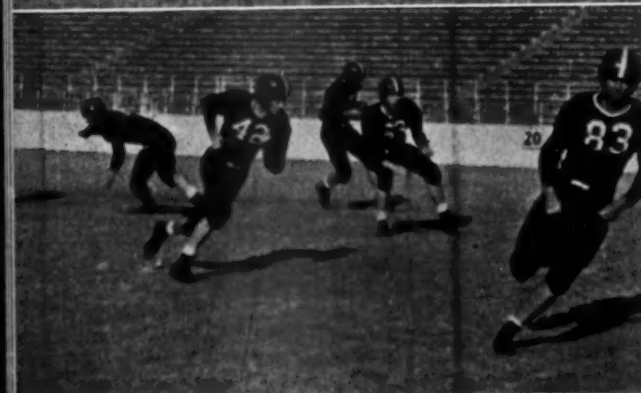
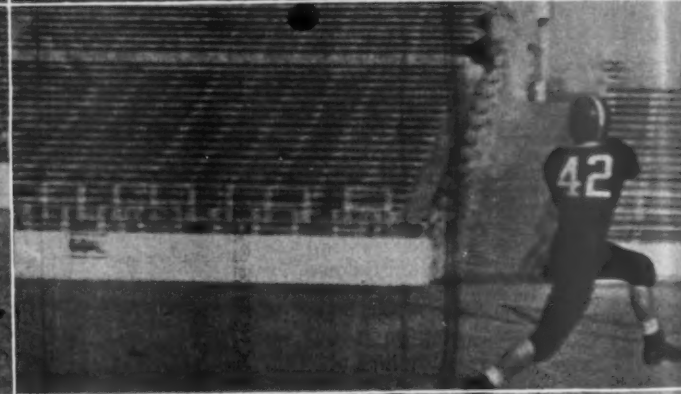
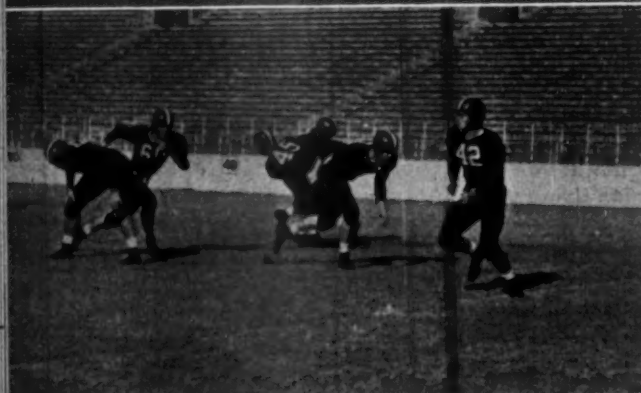
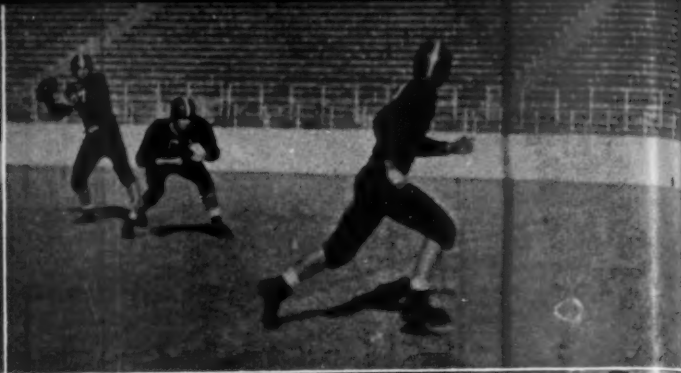
Third, we use a high screen on the linebackers, and do not try to move them anywhere, but simply try to hold them in place. This is very good at times on backers-up who are skilled at using their hands on the blockers.

On all of these end blocks from the spread, timing is the biggest factor. In most instances, contact is not required as quickly as it is on the close formations. Our end, therefore, will need to have a very clear picture regarding the timing of the play and the maneuvers that are taking place in his own backfield. Such an understanding is important in order to give the end a clue as to the natural reaction of his opponent.

Running plays away from our end call for different assignments and blocks. As a general rule, the end will be assigned to downfield blocking—usually a definite assignment. This work calls for a boy with a great deal of fire, determination and some speed, since he is usually far removed from the play itself. We make such assignments definite, for this block coming late in a play, could be the key to a long gain.

Naturally, the ends on our spread have many opportunities to receive the forward pass. We spend a great portion of our group work in teaching them to receive the ball and in working on maneuvers they might use to lose their opponent.

The spread, by its width, will, in most cases, spread the secondary defense so far that the end will really have more space to "out-fox" his opponent. Speed, of course, is a great asset for any receiver, but we believe that in this formation the ability to analyze the secondary and to use certain maneuvers is even more desirable. The possession of all three assets,



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of course, is ideal.

It is important that the offensive end, if he is to use more than one maneuver on a pass pattern, must know the paths and time elements involving his teammates. If he does not, the receiver may ruin the entire pattern with his initiative.

Each practice period for ends is started, as a general rule, with a long session on receiving. We borrow a passer and line up the catchers. The boy at the head of the line leads off with some maneuver and all the others follow suit trying to improve on the fake, the cut, turn and catch. All of the maneuvers are run through by going down from one side and then the other. Then we add a defensive man to the drill so that the end will get the feel of an opponent on each maneuver.

In this work, the ends do not tell the passer what maneuver they are to use, but give him a hand signal that indicates the direction in which the final dash to get clear will be made.

Among the maneuvers we try is the hook. This is a hard-driving run at the secondary man, then a quick basketball pivot. From this, we add a hook-and-go maneuver for a deep pass. Then there is a hook-and-slide, either in or out, for a few steps. This slide maneuver is effective in leaving the linebackers who are covering the hook spots.

Another maneuver we like is the swing-in and swing-out. In this maneuver, our end may be trying to receive a pass over the middle, and finds that he has time to fake in, cut out three steps and then swing back across the middle. If a defensive man is intent on playing him close, this move usually decides the issue. From the same maneuver, we fake the swing-back and go on.

On pass maneuvers, we never let the boys run in semicircles. We like to have them travel in straight lines at all times. They are continually reminded that they must carry their hands waist high, keep them relaxed, run under control and put on their burst of speed just as they cut away from the opponent.

Our ends on the spread have the assignment of covering quick kicks.

This is done, of course, in the usual manner and need not be discussed at length.

Overall Offense

(Continued from page 7)

When the opponents deploy into a four-man line, the blocking works like the tight five. The near backs or the ends who have the angle block in on the extreme outside man, and the guards and end, or the back who is not needed on the extreme outside man, block in the secondary.

With these principles in mind, we find that the blocking is greatly enhanced. The application of these principles makes it rather difficult for the men operating in the secondary defense to determine quickly whether to play for the pass or the run. On our straight drop back pass where the tailback takes the snap back and drops straight back, many times the rushing comes from bigger, slower linemen and the defensive ends are used in the coverage. The tailback, therefore, has many fine opportunities to outmaneuver the rushers and to run successfully.

When opposing teams plan defense for fast rushing, we operate the shovel and screen pass patterns.

As shown in Diagram 4, on our shovel pass, the center pulls and blocks the rusher on the outside. The most important fact is for the center to allow the rusher to penetrate deeper than on the run before applying a block. In the case of a four-man line, we double team on the defensive right guard and use the center, the same as in a five-man defense.

On the screen pass in Diagram 5, away from the screen, the tackle and guard block just the same as on a downfield pass. The tackle and guard on the side of the screen apply a momentary block and then slide out for the screen. The ends and halfbacks take their initial steps and move as if going out on a downfield pass. Thus, they obtain position on the opponent so they may apply blocks after the completion of the pass.

On pass patterns beyond the line,

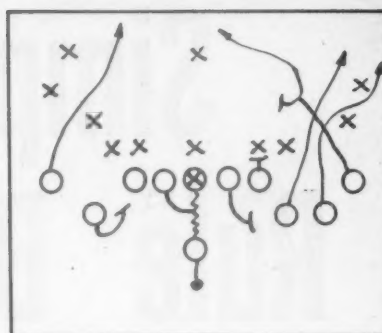


Diagram 8. Deep zone pass.

the run pass is used as is shown in Diagram 6.

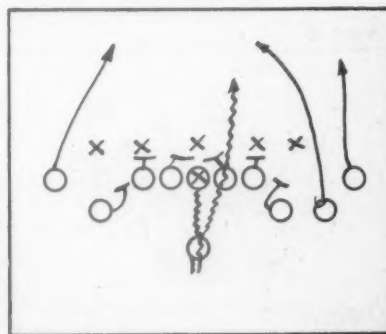
On short pass patterns, we attempt to flood the short zones where defenders must cover at least one extra man in the zone (Diagram 7).

The long pass game is combined, as a rule, with the short pass pattern where the break of receivers is similar in the beginning and then the cut is for the deeper zones (Diagram 8).

In the diagrams, the protection of the passer in the different types of pass patterns is shown. On all pass patterns each protector of the passer must know from what spot the passer is throwing and should block the opponents to the outside of the passer.

The spread has been excellent for the quick kick since we get excellent coverage of the kick as well as ample protection of the kicker (Diagram 9). On the quick kick, the tackies, guards and center must execute aggressive blocks in order to prevent the defensive players from penetrating the offensive territory and blocking the kick. The fullback and left halfback also go after the ends with long body blocks to prevent the defensive ends from crowding the kicker. It will be noted that the ends and right halfback go down fast and cover the kick. Even though the defensive safety recovers fast enough to play the kick, we have both ends and the right halfback down to make the tackle.

Diagram 9. Quick kick.



(Series E) REVERSE PASS

third frame shows the left end, number 83, and the left half, number 42, breaking for the pass. The fourth frame illustrates very clearly the guards dropping back to form protection for the passer. In the fifth illustration, the passer is getting set and the receivers are cutting. The balance of the illustrations show the pass with a fine catch.

Illustrations 1 and 2 show the right halfback taking the ball from the tailback as on a reverse run. The

Simplified Rule Blocking

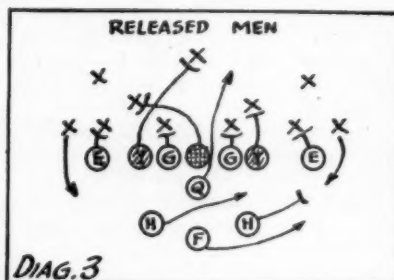
BY JAMES A. PERRY

Asst. Football Coach, Lincoln Park, Michigan, High School

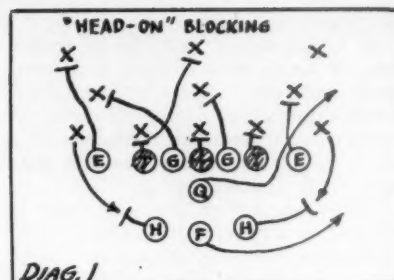
FOOTBALL rule blocking, an ingenious offensive strategy, has captured the imagination and taxed the knowledge of a large number of coaches. Its purpose is to relieve the football player of the burden of learning as many as five and six blocking assignments for each offensive play in his repertoire. Many coaches are firmly convinced that rule blocking is the best weapon with which to combat various defensive formations, shifting defensive formations, and unorthodox defensive maneuvers.

The average coach attends football clinics, reads professional athletic publications, exchanges ideas with other coaches and scouts, and uses his practice field as an experimental laboratory with the specific aim of perfecting a set of simplified rules for blocking. In many cases, he arrives at a system that is suitable for the available personnel and which is adaptable to practically every game

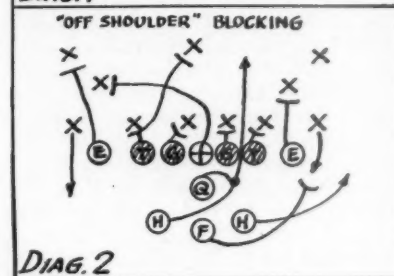
situation. In other cases, he discovers that he must adjust his plan continually because of the particular types of players and because the opposition is frequently capable not only of disturbing, but of actually disintegrating his plan of attack. Then, he must begin a period of reconstruction.



It must be fully appreciated that this simplified rule blocking pattern is not perfect but, on the other hand, it meets the requirements of a basic



DIAG. 1



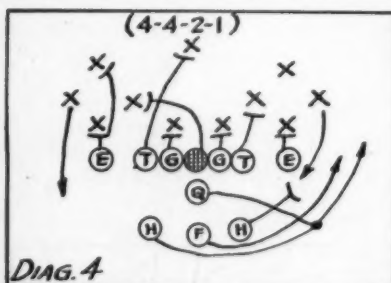
DIAG. 2

foundation for the coach who wishes to devise a rule blocking system. This rule blocking pattern is best suited for the winged T, the straight T and the split T formation offenses. It may be applied, however, to other offensive formations by making a few necessary adjustments.

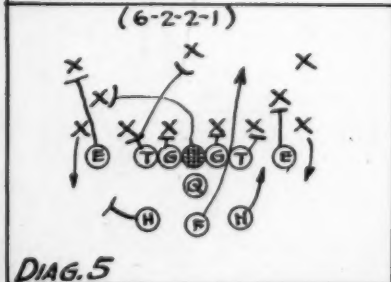
The plays in the diagrams which illustrate these simplified blocking rules are all executed to the offensive team's right. The entire pattern of individual assignments is reversed for the companion plays which are to be run to the left.

Rule Blocking Principles

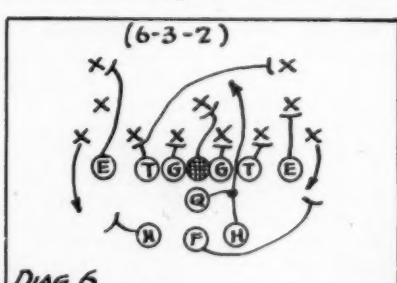
The basic principle is that the offensive man blocks the defensive player who is positioned immediately in front of him or stationed slightly off



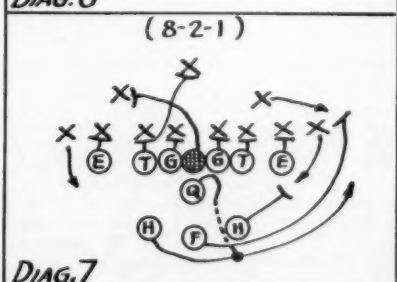
DIAG. 4



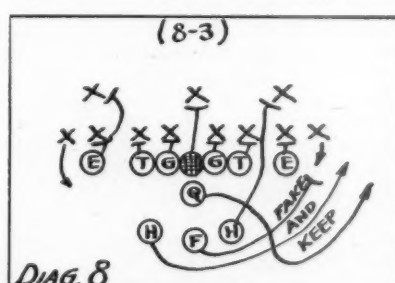
DIAG. 5



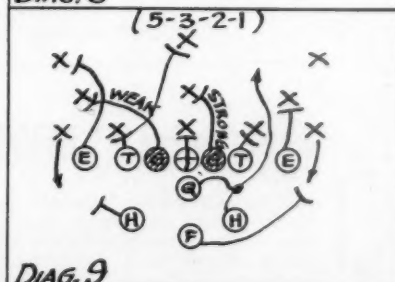
DIAG. 6



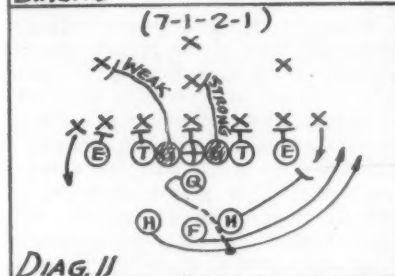
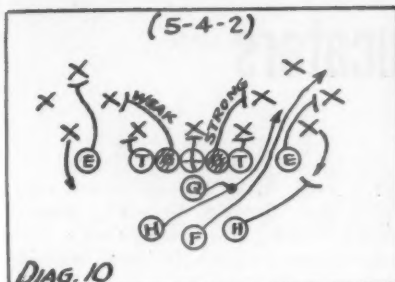
DIAG. 7



DIAG. 8



DIAG. 9

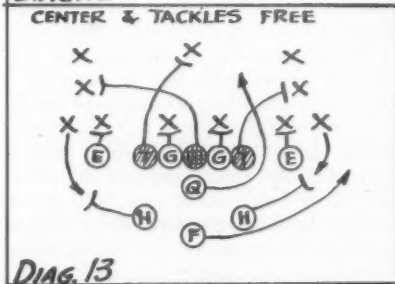
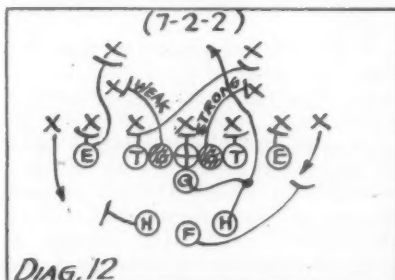


his left or right shoulder (Diagrams 1 and 2). The direction in which the defensive player is blocked depends upon which way the offensive play is to be executed.

If no defensive man is in front of the offensive player, the latter is in a position to release himself into the defensive secondary and tertiary zones for a downfield block (Diagram 3).

Even Numbered Lines

Against defensive formations with an even number of players in the line, the center has the following assignments: Against a 4-4-2-1 defense, the center blocks the inside linebacker to the weak side (Diagram 4). The center blocks the linebacker to the weak side in the 6-2-2-1 defense (Diagram 5.) When the 6-3-2-1 defense is



used, the center takes the middle linebacker, blocking him away from the direction of the play (Diagram 6). In the 8-2-1 defense, the linebacker is blocked to the weak side (Diagram 7). The center takes the middle linebacker against an 8-3 defense, blocking him away from the direction of the play (Diagram 8).

Briefly, the center is responsible for the inside linebacker to the weak side in a four-man secondary, the weak-side linebacker in a two-man secondary, and the middle linebacker in a three-man secondary.

Odd Numbered Lines

Against defensive formations with an odd number of players in the line, the assignments of the weak-side guard are: When playing against 5-3-2-1 defense, the weak-side guard blocks the outside linebacker to the weak side (Diagram 9). Against a 5-4-2 defense, the inside linebacker is blocked to the weak side (Diagram 10). Against a 7-1-2-1 defense, the halfback

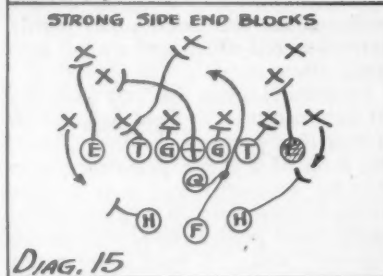
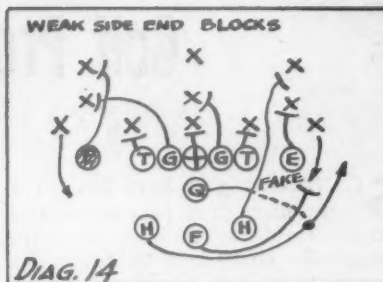
JAMES PERRY learned his football at Findlay College under Stu Holcomb and coached at St. Ignatius High School in Cleveland before going to Lincoln Park. Two previous articles by Perry appeared last fall; "Looping, Angle Charging and Gap Plugging" in the September issue and "Unorthodox Defensive Tactics" in the October issue.

is blocked to the weak side (Diagram 11). The linebacker is blocked to the weak side against a 7-2-2 defense (Diagram 12).

Briefly, the weak-side guard is responsible for the outside linebacker to the weak side in two and three man secondaries and the inside linebacker to the weak side in a four-man secondary.

The assignments of the strong-side guard against an odd numbered defensive line are: In a 5-3-2-1 defense, the strong-side guard takes the middle linebacker, blocking him away from the direction in which the play is going (Diagram 9). Against a 5-4-2 defense, the inside linebacker is blocked to the strong side (Diagram 10). The strong-side guard takes the linebacker in a 7-1-2-1 defense, blocking him away from the direction of the play (Diagram 11). The linebacker is blocked to the strong side against a 7-2-2 defense (Diagram 12).

Briefly, the strong-side guard is responsible for the blocking of the

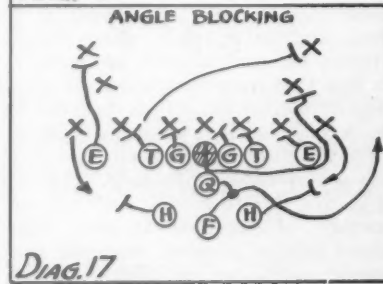
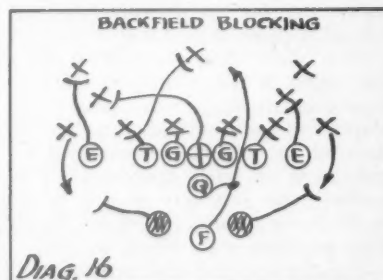


middle linebacker in a three-man linebacking pattern, the inside linebacker to the strong side in a four-man secondary, the solitary linebacker in a one-man secondary and the linebacker to the strong side in a two-man secondary.

If both the center and the tackles do not have a man in front of them as in the loose six-man line, the center is still responsible for the linebacker to the weak side while the released tackle on the weak side converges on the safety man (Diagram 13).

The strong-side tackle blocks the outside linebacker to the strong side in the event that the end has a man directly in front of him (Diagram 13).

(Continued on page 46)



Golf Pros and Physical Educators

BY CONRAD H. REHLING

Golf Chairman, University of Florida

STANDARD golf form has, in a great many cases, been established on an empirical basis. As a result, progressive changes in technique, designed to produce a higher caliber performance, are based upon highly individualized efforts and are not generally understood.

Frequently, even the best performers seem confused in their explanation of how they perform. A blind faith in the form of a single performer, who may be successful and uses a style which is inefficient to another golfer, has led to a great misdirection of energy and waste of time. The result is that many players show little improvement.

One of the better known golf professionals said, "I know in my own teaching, I could never successfully force my own style or form on any pupil of mine." We learn, therefore, in the beginning, that we cannot expect to get the best results by doing as our golf idols do, but rather, we must develop our own particular style of form.

A physical education teacher, by studying golf books, may obtain a general knowledge of the fundamentals of golf. In teaching 25 to 30 students at one time, the big problem is in getting them to follow through on these fundamentals. We know that in the golf swing, one must keep the head down, left arm straight, eye on the ball, pivot, shift weight, keep the left hand over, slow backswing, hit inside out, and all this takes place in just a split second.

Even with these fundamentals, a golf swing is not complete. Each of these fundamentals will have to be adapted to each individual golfer because of the physical nature and co-ordination of each individual. The teacher who instructs groups of 25 to 30 at one time, therefore, has a large problem with which to deal.

The country club golf professionals usually teach only one pupil at a time, and as a result, those books written by professionals are written so that they may be adapted to individual instruction. It is impossible for a golf teacher, teaching golf in physical education classes to use any one golf professional's style. This is, of course, due to having such a large number of students at one time whose heights, weights, strength, and muscle co-ordination differ.

A tall man, trying to copy little Ben Hogan, may have difficulty in trying to imitate his style; the same would be true of a short man trying to copy Herman Keiser, due to the difference in physiques. The large golfer has more power with less exertion, whereas a small man would have to use more muscles because of the size disadvantage alone. Obviously then, the styles of two such players would be different.

The physical educator who teaches golf must view his numerous students as a like number of different styles. Suppose the golf professional and all who read his book are the same size; even then would their muscle co-ordination be the same? How are golf books, therefore, really valuable to the physical education instructors?

In teaching golf on a mass basis, we cannot get from the picture books a style that may be applied to every person in the group. The greatest contribution made by these books is a better understanding of the fundamentals to be applied in the game.

By studying pictures of the golf drive or other swings, we do receive a general idea of how it is to be done. But as we all know, a golf swing is very complicated. It involves nearly every part of the body, so if one part of the swing is executed incorrectly, the entire swing is ruined.

Even though the golf teacher studies the pictures, how can he watch and recognize the mistakes of all his students at one time? May he tell each student his pivot, backswing, or grip was incorrect? The golf books that have been written do not tell the physical education teacher what he needs to know. They were written primarily for use in individual instruction.

These books, however, with the aid of an instructor, may be of value to a group of beginning golfers. Here

on a mass basis, the beginners may learn by observing, by being shown, and by doing, *but always with that adaptation peculiar to each individual.*

Many of the golf books indicate the importance of the proper mental attitude in learning the game of golf. There seems, however, to be a lack of applicable material on this phase of the game which will help the physical educator teach golf on a mass basis. While the golf masters recognize the importance of a golfer's mental attitude as he plays the course, it is amazing that so many people play for years with some fault in their mental attitude and make little or no effort to correct it.

Mental conditions can control or blow impulses, throw off timing and cause a lack of attention, all of which are important to each shot. For this reason, the need for the proper mental attitude should be instilled into the minds of beginning golfers who are seriously interested in improving their game.

The beginning golfer must be made to realize that he must have more than muscle and top grade clubs for his game. Muscle is an asset, but competition with other golfers brings the mental side of the game into play. It is important that physical education teachers instill this in the minds of their students. Mastering the mental side of golf, as in all sports, is as important as mastering the physical region.

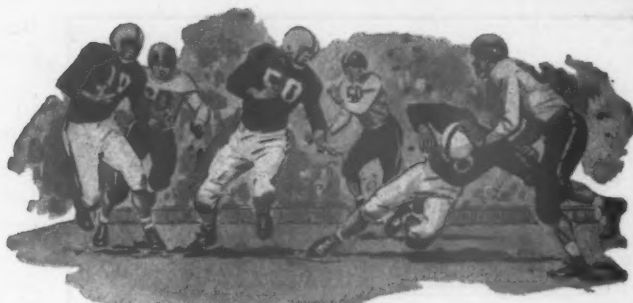
Education has taught us that the mind has areas of perception, association, observation, memory, imagination, reason, judgment and will. In playing a round of golf, it is these laws of learning that organize the hidden stimuli that clutch the nerves and muscles to give meaning and skill to the various shots. Here temper is tried, temperament proven, and the question always arises as to who will "break down" or "blow up" first.

The golf books usually mention the mental side of golf, but it seems that there is hardly ever an attempt made to explain how important this vital factor is to the beginning golfer. Learning the importance of the mental side of golf will be time well spent for the beginning golfer, if he wishes to improve his game. No golfer plays

(Continued on page 58)

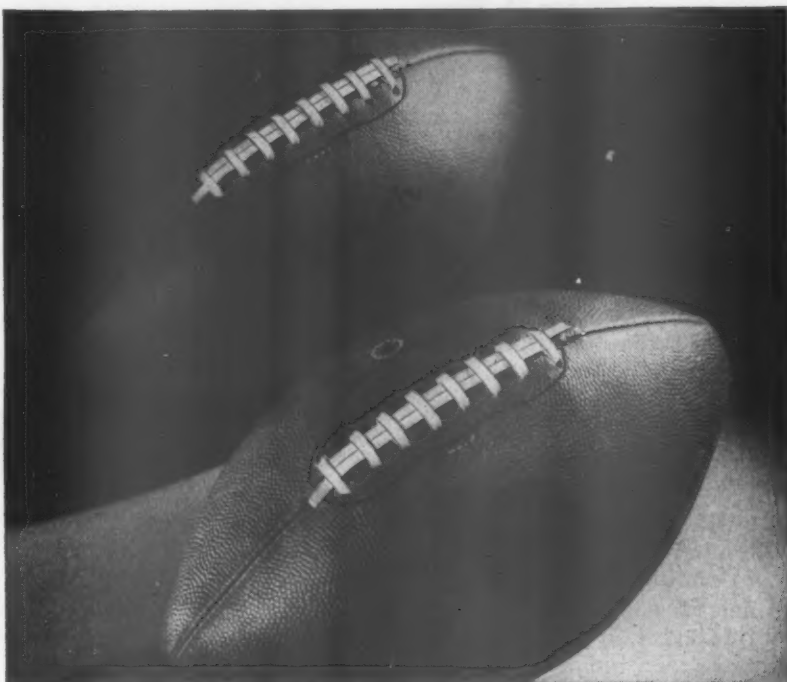
CONRAD H. REHLING graduated from Taylor University and received his master's degree at Springfield College. He has written a thesis on the techniques used in the golf drive. This work was done under the supervision of A. G. Spalding & Bros.

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JOHN L. GRIFFITH
Publisher

Unionized Athletics

WE recently received a rather lengthy letter pointing out some inaccuracies in our editorial "Pan-American Games" which appeared in the March issue. The letter also contains some interesting suggestions regarding the selection of future Olympic track and field teams.

In the first place, we were wrong in stating that "the first three place winners at both the N.C.A.A. and A.A.U. Meets qualify for Olympic Tryouts." As the letter points out, we should have said "the first six place winners, etc."

The letter then goes on to point out the injustice of permitting college boys two chances to gain the finals as against only one chance for those who have finished their collegiate careers and, as such, must make their bid only through the A.A.U. Meet. There is a great deal of merit in such reasoning. The letter goes on to suggest that "maybe the only solution is for the Olympic Committee to disregard the N.C.A.A. and A.A.U. and themselves hold four sectional qualifying meets with three men coming up to the final tryouts." We personally feel that this would be a good system. Such a system, if incorporated in future plans would, however, require iron-bound rules to prevent an athlete from choosing a section in which he felt he had the best chance of making the final tryouts. In other words, the ruling must specifically state that the contestant must compete in the section: 1. Where his home is located or 2. where his affiliation, be it school or club is located.

The only objection to the suggestion, as we see it, would be the fact that a third place qualifier from a poorer track section could not conceivably

be the performer that a fifth place non-qualifier from a better section might be. This, however, is a problem that is faced in all types of tournaments so we will pass it by.

We have refrained from mentioning the name of the writer of this letter because he is a very respected official of the A.A.U. As much merit as his suggestion might have, he would be a "has been" overnight in A.A.U. circles were his name known. Without the great track names competing in the A.A.U. Meet for possible berths on the Olympic Team, the meet would be a complete bust, and the A.A.U. knows it. Most college track men are happy to call it a day at the conclusion of the N.C.A.A. Meet. Certainly very few sports are in progress for as long a period as is track, continuing as it does for almost six months. The distance runners with cross country find it almost a ten-month proposition. It was not until recently, that the A.A.U. Meet rated very high both from the standpoint of the field participating and the public interest. It was only after the A.A.U. could offer overseas trips to the place winners in their meet that the topnotch college track athletes were interested in competing in the A.A.U. Meet.

Don't get us wrong, we feel that these summer excursions are a wonderful break for the sport of track and heartily endorse same. But, let's face it, the top drawer track stars of the country are found in the colleges. As an illustration, the 1948 Olympic Track and Field team was made up of 55 athletes and we are not counting the marathon 10,000 meter walk or 50,000 meter walk. From this number 35 or 63.7 per cent were representatives of colleges. Nineteen represented athletic clubs and Bob Mathias had not as yet enrolled in college.

The A.A.U. is a worthwhile organization, but we just don't like the attitude that they are the great governing body of American athletics. For years the college athletic administrators fought for wider representation on the American Olympic Committee. It was only when the colleges discussed the matter of finances that the A.A.U. finally relented and granted the colleges greater representation. It is interesting to note that the financial report of the Olympic Committee shows receipts of over \$1200 from the N.C.A.A. Track Meet but no mention is made of the A.A.U. Meet under assets.

We objected in our March editorial to the fact that Gehrmann was omitted from the American team in the recent Pan-American Games. Our friend quotes in his letter from the "1950-51 A.A.U. Official Track and Field Handbook," "The athletes to represent the United States will be selected based upon their performances in the 1950 National A.A.U. Outdoor Track and Field Championships to be held in Washington, D. C." That was

(Continued on page 62)

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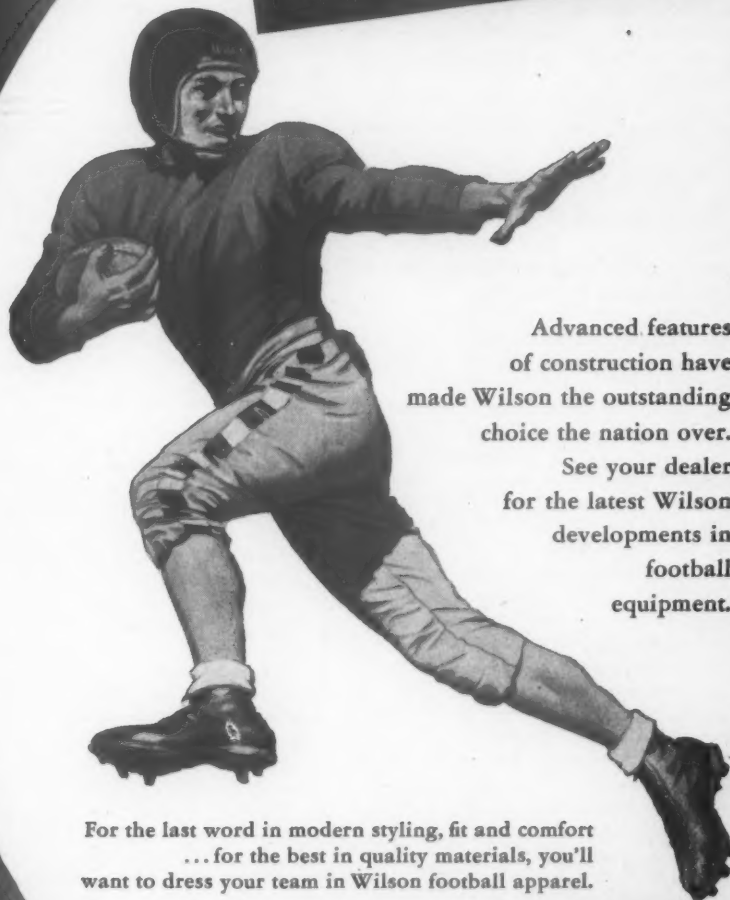
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New Approach to Muscle Soreness

BY WESLEY M. STATON

Associate Professor of Physical Education, University of Florida

ONE of the major problems confronting the high school or college coach each season is the occurrence of muscle soreness among his athletes during the early stages of the conditioning period. The development of this condition, particularly in key performers, may serve as a major deterrent to the ultimate success of any carefully calculated training program.

Although most competitors recover from this acute muscle soreness within a period of several days to a week, there is little doubt that recovery imposes certain definite limitations on the practice schedule for the affected athlete. The resultant minimized activity or absence from practice even for just a few days, may well mean the difference between an athlete in fair condition and a participant in peak condition on the occasion of the first game or meet.

It is hardly necessary to remind coaches that this problem has been magnified by the restrictions established by some athletic associations and conferences with regard to the length of pre-season practice sessions. In these instances coaches are faced with the compound problem of accelerating the preliminary training program just enough to meet the physical demands of the first contest, yet not so much as to produce conditions of muscular soreness and stiffness among squad members. Under the pressure of a rapidly-approaching opening game or meet, the achievement of the delicate balance between "not enough" and "too much" becomes extremely difficult.

It might be mentioned at this point that the armed forces' recruit training programs may, in some instances, be impeded by this same physiologic difficulty. It is not an easy task to develop optimal physical fitness among men who are, for the most part, non-athletes and whose musculature therefore exhibits a particular tendency toward a rather marked post-exercise soreness. The usual muscle aches and pains that go with the first week's military activities tend to offset some of the physical benefits resulting from such a program.

Recognizing then the significance of muscle soreness as it applies to training schedules, especially of an accelerated type, the need for analysis and investigation of this condi-

tion becomes abundantly clear. Although the technique of treatment, involving rest, heat, and mild exercise, is well known and extensively applied, the principal consideration of trainers and coaches is that of *prevention* or *minimization* of the acute soreness which follows unusually strenuous exertion.

Modern Theory of Muscle Soreness

Prevention or reduction of the severity of any physiologic or pathologic condition must be based upon a valid understanding of the nature of such a condition. In view of the prevalence of muscle soreness among participants in sports, as well as in other situations demanding physical exertion, it is somewhat paradoxical that the medical and physiologic research in this area is so scanty.

DR. WESLEY STATON has specialized in the areas of hygiene and sports physiology and has lectured and conducted research in these areas at Boston University and U.C.L.A. before joining the faculty at Florida. His findings that muscle soreness can be reduced by the administration of vitamin C should be of the utmost importance to the training profession.

It is apparent, however, that muscle pain and soreness, or myalgia, may result from the effects of any one or a combination of various factors. These include excessive strain on, or injury to, the muscle fibers causing microscopic tears in their structure. This minute rupturing may be further aggravated and complicated by the accumulation of lactic acid and other waste products in addition to the possibility of alteration of muscle protein. Infection and exposure to cold are also important factors to be considered in the complete picture of causal relationship (1, 8, 10).

Since muscle soreness or inflammation may be of varying types and causes, it might be well to define the concept as a point of departure for this discussion. First, the term *myalgia* refers simply to any muscle pain, whatever the origin. *Myositis* indicates an inflammation of muscle tissue, more

often referring to voluntary, or skeletal, muscle. Since, in the medical sense, *inflammation* merely describes the reaction of tissues to injury of any nature, we may assume here that the athlete's muscle soreness is, properly, a *myositis* of a specific type.

The inflammatory condition appearing in the muscles following strenuous activity may be further classified as either (a) *interstitial myositis* — an inflammation of the connective tissues, blood vessels, and nerves of the muscle — and, (b) *parenchymatous myositis* — an inflammation affecting the essential matter of the muscle fiber itself. The former type is much more common than the latter according to Dr. Charles H. Slocumb, Consulting Physician in the Division of Medicine, The Mayo Clinic (10).

Physiologists and physical educators (2, 4, 6, 7) have attempted to explain the mechanism of the muscle soreness occurring in sports in several ways. There seems to be general agreement that this soreness may be categorized as being either of a *general* or *localized* type. Apparently general myositis occurs during the terminal stages of fatiguing exercise and persists for several hours thereafter. It has been suggested that this general form of muscle soreness results from the combined physical and chemical irritation of the collected waste products, especially lactic acid, which accumulate at a rapid rate during strenuous activity. The inability of the circulatory system to meet this increased demand for elimination of fatigue products contributes to the development of this kind of muscle soreness. This condition, however, which makes its appearance at the time of the activity, more often manifests itself as a characteristically dull ache not necessarily confined to the most violently activated muscle groups. Thus, with reasonably effective cardiovascular function, the condition often disappears or is sharply minimized within six or eight hours after exercise. Consequently, this class of muscle soreness is not of major significance to the coach or trainer except insofar as it may indicate temporary lack of good circulatory condition in certain athletes.

Most closely related to the problematical situation of guiding athletes in the attainment of an optimal level of physical condition within a lim-



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ited period of time is the unfortunate development of localized myositis or muscular soreness. It is with this condition that this article is largely concerned.

Localized muscle soreness actually refers to the prevalent inflammatory aftermath of unusually strenuous physical exercise. Thus, the condition is also termed *post-exercise* soreness (4). The strenuousness of the activity is, of course, a relative and variable factor. What is strenuous exercise for one individual may be moderate activity for another. We may take the position that any exercise or sports activity which imposes demands beyond the present physical condition of the person involved is justifiably considered as being unusually strenuous or severe.

The symptoms of localized, or post-exercise, muscle soreness seldom become evident until from eight to twenty-four hours after the period of sports participation. This type of soreness, or myositis, is felt more often as a rather sharp, sometimes excruciating, pain combined with tenderness and stiffness. With heat, rest, light massage, and mild activation, the condition may disappear within from several days to a week depending upon the degree of inflammation. Thus, it is this kind of soreness that we are most interested in preventing or minimizing in the athletic situation.

Theoretical speculation centers around three factors as being potentially contributory in the etiologic picture of localized post-exercise soreness. These include (a) minute ruptures or tears in the connective tissue surrounding the muscle fibers, (b) the chemical irritation of the pain-nerve endings in the muscle fiber as a result of the greater concentration of lactic acid and other metabolites, and (c) the physical irritation of sensory nerve endings of the muscle fiber brought about by the accumulation of excess (about 20 per cent) fluid within and between the cells.

Possibilities for Prevention or Reduction

With these hypothetical causes in mind, it becomes apparent that any attempt to minimize or prevent this impediment to the attainment of peak condition must aim at either (a) strengthening the connective tissues of muscles or (b) facilitating the elimination of lactic acid, and other waste products, from the muscle fiber. The best approach, on the basis of what medical and physiologic data are available, would seem to be one which was concerned with the ef-

fecting of both phenomena cited above.

It would be an oversight not to point out that, by and large, these two important attributes of muscle tissue are brought about naturally through the typical regimen of training and conditioning. The increased toughness of muscle connective tissue and the enhanced ability of the muscle fiber to rid itself of metabolic wastes are well known concomitants of graded muscular exercise (2, 4, 7, 11, 13). This ability of the musculature to exhibit an improved structure and function represents one of the most fundamental adaptive characteristics of the human organism.

Coaches and trainers, however, are aware of the special tendency certain individuals have toward the development of post-exercise myositis even though they are otherwise in good condition. Although there is no objective evidence to substantiate this hypothesis, there may well be an innate factor involved. That is, some athletes may be more inclined to develop this condition as a result of their constitutional make-up. This inherent tendency may be associated with a weakness in the connective tissues which are often affected in muscle soreness of this type (9).

Prominent among the environmental factors which may contribute to individual susceptibility to muscle inflammation is the nature of the diet. The value of certain food elements in maintaining structural qualities of connective tissue has been well-established. Of particular significance in this connection is the contribution of vitamin C to intercellular substances (14).

Experiments in the Reduction of Muscle Soreness

Controlled research concerned with methods of preventing muscle soreness or minimizing the severity of the condition has been extremely limited. Probable explanation of this lack of experimental investigation of so important a phenomenon may be indicated by the rather elusive characteristics of the condition and the obvious difficulty encountered in the precise measurement of degrees of muscle soreness. Within the last decade, however, there have been several exploratory studies attempting to isolate and evaluate worthwhile techniques of prevention or reduction. Although none of these can justifiably be considered decisive and conclusive, the findings do indicate certain potentialities and are highly suggestive of further research and experimentation in the field of sports and

competitive athletics.

In November of 1945 three French physicians presented a paper on the influence of vitamin C on muscle soreness before the Societe Medico-Psychologique meeting in Paris. In this research report (5) the investigators described the intense muscle soreness experienced by patients who had been given electric shock treatment for mental disorders. In an attempt to negate this undesirably therapeutic after-effect, these scientists administered vitamin C in daily dosages of 300 milligrams to a total of 14 patients. As a result of this vitamin intake, 12 patients showed complete disappearance of symptoms and two patients were unaffected. The investigators claimed that these were "proving results" and theorized that the basis for the elimination of muscle pain was the beneficial influence vitamin C had upon the oxidation of lactic acid in the muscles. They cited previous studies supporting this belief and establishing the fact that electric shock treatment results in a marked increase of lactic acid in the blood. They also contended that this type of soreness did not involve tearing of the muscle or tendon since violent contraction was absent.

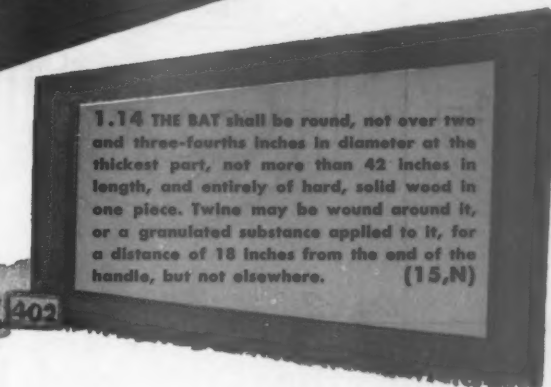
To the best of the writer's knowledge, the first American to recognize the possible applications of these findings to the realm of sports was Dr. Arthur H. Steinhaus, noted professor of physiology at George Williams College in Chicago.

Feeling that there was a real need for investigating further in this area, the writer recently conducted a study (12) which attempted to determine the effect of vitamin C (ascorbic acid) on localized muscle soreness caused by unusually strenuous exercise. It was felt that a study including larger numbers of subjects, and utilizing a more normal type of activity to bring about the soreness, would shed additional light on the possibilities this substance might have for programs of physical education and athletics.

It was theorized that vitamin C might be of value in reducing the severity of post-exercise soreness since it had apparently been of value in dissipating the accumulated lactic acid in the French study, and in view of more recent evidence attesting to its favorable influence in the healing of lesions in connective tissue (3). Thus, the possibility of a double-barreled effect, both physical and chemical was assumed.

Consequently, an investigation involving over 100 male subjects was begun at the University of Florida's

(Continued on page 60)



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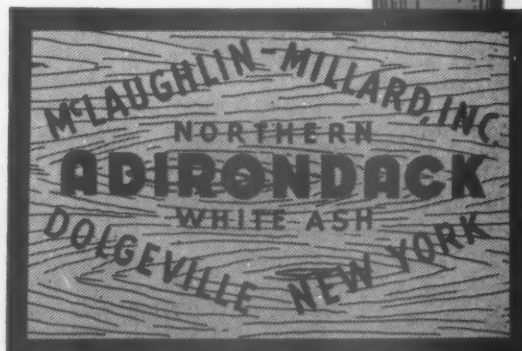
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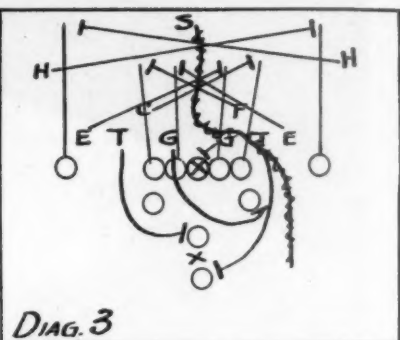
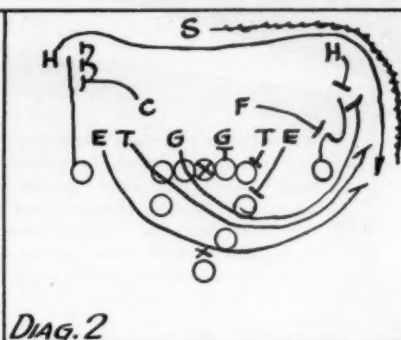
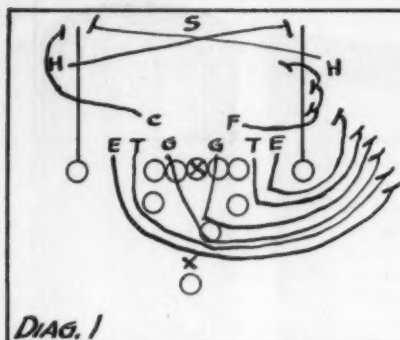
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Returning the Punt and Kick-Off

By DUKE GREENICH

Football Coach, High School, Lindenhurst, New York

THE returning of the punt and kick-off should be considered an offensive maneuver. It can be a decisive factor in winning many games. Returning a punt or kick-off can either give the receiving team the advantage or disadvantage. The advantage may be a touchdown, or moving the ball up the field out of the danger zone. If two teams have equal punters and equal covering of the kicks, the team that can return the punts twenty to thirty yards is definitely going to have the advantage. Many coaches fail to recognize the importance of having definite assignments for each player on the team in returning the punt or kick-off. Nothing can be any more demoralizing to a team than to have the opponent run back a punt or kick-off forty or fifty yards. Scoring a touchdown on the return of a punt or kick-off completely frustrates the kicking team. On the other hand, it may be very inspiring to the team returning the kick. With definite assignments, it gives the players self-confidence and assurance of what to expect, rather than letting the ball-carrier run at his own will in the direction he may think will gain the most yardage. This places the burden upon his teammates. They will not know when, where, or how to block until they see definitely the direction of the ball-carrier.

The first thought the linemen should have when anticipating a kick is to block the kick if possible. After the ball is punted, their next thought should be to block for their own ball-

carrier. Diagram 1 shows one method of returning the punt.

On this punt return, the safety man starts up the middle, running in between the two defensive ends. He cuts to his left running up the sideline in between the sideline and his blockers. The left halfback crosses over and blocks the defensive left end outward. Then the right halfback crosses over and blocks the defensive right end outward. The fullback is harassing the right end as if to block him in. When the end begins to work outward, thinking the safety man is going around him, the right halfback blocks him out. The fullback, after harassing the end, blocks the first man to interfere with the safety man and the center harasses the defensive left end. When he sees the end is working outward, he tries to lead the safety man into the protected alley. The linemen charge hard, trying to block the kick. After the ball is kicked, they run to their left to get into position for the blocking. When the safety man approaches the alley of protection, the linemen should be in a staggered line in this order: left end, left tackle, left guard, right guard, right tackle and right end.

Diagram 2 is a variation of Diagram 1.

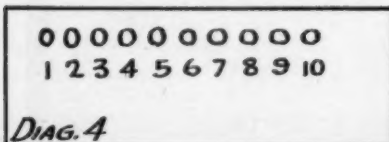
The left end, left tackle and left

guard block their men and stay with them. Then the fullback blocks the defensive right end immediately and stays with him ready to block the end every time he gets up. If it is necessary to get the safety man into the protected alley the left halfback blocks the end inward. The center is harassing the defensive left end outward. Interference for the safety man is lead by the right halfback. The right guard, right tackle and right end circle to their left to form the protective alley, after the ball is in flight.

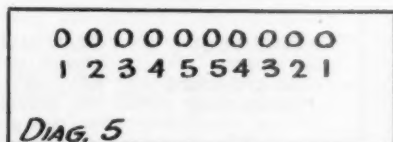
In Diagram 3, the receiver runs the ball up the middle and then cuts to the left. This method of punt return is very effective when the kicking team has no other alternative than to kick. On this particular play, the receiving team is allowing the kicking team to get the ball away. If a lineman sees an opportunity to block the kick, he should try it.

The halfbacks cross-block the ends outward and the backer-ups cross-block the tackles. Then the ends drift back and cross-block the guards. The left guard blocks the center and stays with him, and the right guard swings to his left after rushing the kicker. He should get into position to block one of the defensive backs. The right tackle, after rushing the kicker swings to his left to aid in blocking the defensive backs. Then the right tackle rushes the kicker and stays near the kicker to block him if the ball-carrier breaks loose.

(Continued on page 55)



DUKE GREENICH played varsity football, basketball and baseball at the University of Mississippi before graduating in 1943. He coached at Howe Military School, Woodstock, Illinois, Jonesville, Michigan and Cocoa, Florida before accepting his present position at Lindenhurst, New York.



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Tactical Tips For Tennis

BY

LOUIS S.

WHEELER

Tennis Coach

Univ. of So. Cal.

and

John Marshall

High School

AT the University of Southern California, most players who try out for the tennis team already have a pretty fair idea of fundamentals and tactics. We check strokes, grips, etc., of the few players who particularly need this attention. Some outstanding common weaknesses of these players are: Improper backhand grip, lack of effective development of the twist service, improper swing on ground strokes, excessive looseness of the wrist on the forehand, and poor footwork.

From personal observation it appears that due to individual physical and mental differences and also due to the differences between left and right-handed players, there is no single type of grip or swing that is the best for everyone. For example, a left-handed player using the Perry grip has serious difficulty in attempting to return an American twist service hit to his forehand. This is because of the kind of spin on the ball and its high bounce. If he attempts to slice the return it becomes even more unsatisfactory because the motion of the racket past the ball is nearly in the same direction as the ball is rotating and the spin is thus either increased, or unaffected, so that the ball simply slides off the racket. On the contrary, for the left-handed player, the old Western or the composite Eastern-Western grip will prove very successful in returning this type of service. We know, of course, that in playing against a spin game, the spin on the ball must be knocked off and our own spin must replace it in order to have successfully controlled returns.

The order of importance of strokes is an interesting question. We are sure that this order can vary from match to match. Inasmuch as the game has not yet been reduced to a single type of grip, stroke, or spin,

and apparently never will be, due to individual physical and mental differences as well as local geographic conditions and different court surfaces, players will always be meeting different types of games. Very few players, indeed, ever approach such heights of consistent controlled severity as Budge, Vines, or Kramer. Those who do, do not care too much what the other man tries, since their opponents never have a chance to get set to try anything new very successfully because they are always on the run. The rest of the players will have to try to use the shots at their command (top spin drives, chops, etc.) that seem to be the most advisable against their particular opponent. Whenever the players seem to be about equal, the correct choice of shot, spin, or placement will usually win the match. For example, a player with a Continental or a Perry grip usually has more trouble handling heavily topped drives or high bouncing semi-lob shots than flat drives or chops when hit to his forehand. Also, the player with a Western grip has greater difficulty in handling severe chops than higher bouncing balls.

A slow or fast court will also necessitate tactical adjustments. Lobbing on fast courts will not usually be as successful as on slow courts since any

LOUIS WHEELER holds a unique position in the coaching profession, in that he coaches at both the high school and collegiate level. Last spring his John Marshall High School team repeated for the Los Angeles championship and his U. S. C. team won the Pacific Coast Conference championship and was ranked the number one team nationally.

fairly well placed smash may come off the court too fast to be handled well. On a slow court a smash may be returned often with a passing drive, or when lobbed back two or three times is often finally missed by the smasher as he presses to put the ball away. Many young players attempting the power game may be trapped into numerous errors with the "dump" shot followed by either a quick low lob or a passing shot depending on the nature of the return the net player is able to make. A common mistake is to respond to the net rusher with too many hard drives. This is true for three reasons: (1) Too many errors in attempting to return with too much speed; (2) the ball gets to the net rusher so quickly that the back court player cannot move fast enough to get to the returning volley; (3) the hard hit ball will stay up higher, thus giving the net player more opportunity to pick his returning spot where he pleases, without restrictions. Of course, there is the always to be hoped for, and welcome, shot too hard to handle, or brilliant passing shot, which is, alas, a little too uncommon to be fatal to the net rusher, in many cases.

A player who wishes to steady a game without sacrificing speed would do well to have himself analyzed by a good professional. In each case widely different recommendations might be made. The player may be attempting strokes beyond his physical capacity, natural ability, or stage of development. This is a simple illustration: A player 5 feet, 1 inch, tall is attempting flat cannonball services. He would not ordinarily be even reasonably successful. Changing his form to a slice or American twist service should solve his problem. Complete analyses in these cases might reveal a combination of things, namely, bad eyesight, poor footwork, timing, stroking, etc. A common cause of lack of control in hard hitting is the failure to accelerate the swing as the racket meets the ball, thus allowing the ball to "get off" the strings before proper spin and direction may be imparted to it. Excessively tight stringing can also cause poor "feel" of the ball on the racket. Being off balance is another cause of wild hitting and is due to poor footwork and timing. Hitting the ball very hard while on the run is often attempted by many and is successfully accomplished by few.

Overhead smashes are missed at times by the best players in the world. We saw Vines, when he was world champion and conceded to have the best overhead in the world, take one

(Continued on page 56)

Accepted!
Accredited!
Acclaimed!



The Great New Multi-ply **PENNSYLVANIA**

PENNBILT



FOOTBALL

... For Varsity Play and Practice!

Far superior in design and all-round, all-weather performance, this sensational new Pennsylvania Pennbilt Football is tops for varsity play and practice. Featuring multi-ply of high tensile fabric plus an all-new tough, scuff-proof cover, it's the surest handling ball in the game, passing or kicking, rain or shine. Companion to the magnificent Pennsylvania Pennbilt Basketball, it's been thoroughly tested by coaches in all ranks and rated excellent. See your nearest Pennsylvania distributor today for full facts.

COACHES

... by mutual consent, and following suggestions laid down by The National Federation of State High School Athletic Associations ... may place this ball in play in varsity interscholastic and league games.

This proof of quality has been won by Pennsylvania on the basis of top playing performance and consistently high manufacturing standards.

PENNSYLVANIA RUBBER COMPANY

JEANNETTE, PA.



AKRON, OHIO

..... COACHING SCHOOLS

BELOIT COLLEGE

Beloit, Wisconsin June 13-16

Courses—Basketball.
Staff—Dolph Stanley.
Information—The enrollment in this school is limited to 25, and all participate.
Director—Dolph Stanley, Beloit College, Beloit, Wisconsin.

CALIFORNIA WORKSHOP

San Luis Obispo, Calif. Aug. 6-17

Courses—Football, basketball, baseball, track, physical education, etc.
Staff—John R. Wooden, Brutus Hamilton and others.
Director—William Lopez, California Polytechnic College, San Luis Obispo, California.

COLBY COLLEGE

Waterville, Maine June 14-16

Courses—Football and basketball.
Staff—Clarence "Chief" Boston, Henry Iba.
Information—Tuition \$17.50 does not include room and board. Average cost of room \$1.75 per day, board \$2.00 to \$3.00 per day.
Director—Ellsworth W. Millett, Box 477, Colby College, Waterville, Maine.

See advertisement page 48

COLORADO H.S. COACHES ASSN.

Denver, Colorado Aug. 21-25

Courses—Football, basketball, baseball, and track.
Staff—Ray Eliot, Jack Gardner, others to be selected.
Information—Tuition \$5.00 for Colorado coaches, \$10.00 for out-of-state coaches. Average cost of room \$5.00 and board \$3.00 per day.
Directors—N. C. Morris, Don Des Combes and Edward Flint, 1532 Madison Avenue, Denver 6, Colorado.

See advertisement page 54

COLORADO, UNIV. OF

Boulder, Colorado June 18-23

Courses—Football, basketball, baseball and track.
Staff—Lynn Waldorf, Dal Ward, Bebe Lee, Frank Potts and Frank Prentup.
Information—Tuition \$10.00. Average cost of room 75 cents and board \$1.75 per day. Courses for B.S. and M.S. degrees are offered during regular terms: June 18-July 20 first term; July 23-August 24 second term.
Director—Harry G. Carlson, University of Colorado, Boulder, Colorado.

CONNECTICUT, UNIV. OF

Storrs, Connecticut Aug. 20-23

Courses—Coaches clinic.
Staff—To be announced.
Information—Tuition \$10.00. Tuition in-

cludes room and meals for C.A.I.C. members. Approximate cost of room \$2.50 and board \$2.10 per day for non-members.
Director—J. O. Christian, University of Connecticut, Storrs, Connecticut.

EDINBORO COACHING SCHOOL

Edinboro, Pennsylvania Aug. 7-10

Courses—Football.
Staff—Joseph Bach and Len Casanova.
Information—Sponsored by Northwestern Pennsylvania Coaches Association. Tuition \$16.00 for members, \$21.00 for non-members. Does not include room and board. Average cost of room \$.50c and board \$2.00 per day.
Director—Jim Hyde, Academy High School, Erie, Pennsylvania.

FLORIDA A & M COLLEGE

Tallahassee, Florida June 18-23

Courses—Football and basketball.
Staff—Eddie Hurt, "Chuck" Mather, Andy Gustafson, Florida A. & M. coaching staff, others to be announced.
Information—Tuition, room and board, \$20.00.
Director—"Jake" Gaither, Florida A. & M. College, Tallahassee, Florida.

ILL. NORMAL-WESTERN C.S.

Normal, Ill. June 12-14

Courses—Football, basketball and track.
Staff—Paul Bryant, Pete Newell, others to be announced.
Information—Tuition free. Single rooms \$2.00 to \$4.00 per day; double rooms \$4.50 to \$6.50 per day; student rooming houses available at \$1.50 per day.
Directors—Howard J. Hancock, Illinois State Normal University, Normal, Illinois and Ray Hanson, Western State College, Macomb, Illinois.

SOUTHERN ILLINOIS UNIV.

Carbondale, Illinois Aug. 20-22

Courses—Football and basketball.
Staff—Paul Bryant and Forrest Anderson.
Information—Tuition is free and average cost of room is \$2.00 and board \$3.00 per day.
Director—Glenn "Abe" Martin, Southern Illinois University, Carbondale, Illinois.

INDIANA BASKETBALL SCHOOL

Logansport, Indiana July 23-25

Courses—Basketball.
Staff—"Peck" Hickman, E. N. Case, Cliff Wells, Gay Kintner, Warren Scholler, Kenneth Norris and E. S. Hickey.
Information—Tuition \$12.00—includes set of notes.
Director—Cliff Wells, Tulane University, New Orleans, Louisiana.

See advertisement page 59

KANSAS, UNIV. OF

Lawrence, Kans. June 11-Aug. 4

Courses—Advanced football, advanced basket-

ball, athletic training, regular physical education courses.

Staff—J. V. Sikes, Forrest C. "Phog" Allen, staff physical education instructors.
Information—Regular summer session fees.
Director—Henry A. Shenk, Chairman Dept. of Physical Education, University of Kansas, Lawrence, Kansas.

LOGAN'S TRAINING CLINIC

Pepperdine College
Los Angeles, Calif.

Courses—All phases of training.
Staff—Roland "Kickapoo" Logan, Dr. William Allen, Dr. Harvey Billig, Mr. Don Gill.
Information—Tuition \$12.50.
Director—Student Health Department, Pepperdine College, Los Angeles, California.

LOUISIANA H.S. COACHES ASSN.

Baton Rouge, Louisiana June 6-8

Courses—Football, basketball, track and training.
Staff—Frank Howard, Don Faurot, Thomas Haggerty, Gaynell Tinsley and L.S.U. staff.
Information—Tuition for state high school coaches \$2.00 and state college coaches \$5.00. For out-of-state high school coaches \$5.00 and out-of-state college coaches \$10.00. Room is free. School will sponsor an All Star game.
Director—Woodrow Turner, 333 Wall Street, Columbia, Louisiana.

MICHIGAN, UNIV. OF

Ann Arbor, Michigan Dates below

Courses—Athletic Coaching and Administration, June 25-July 6. Elementary School Physical Education, June 25-July 6. Safety Education, July 9-20. Youth Hostels, July 23-August 3.
Staff—Members of the University Coaching Staff.
Information—A course designed to combine theory and practice.
Director—Office of the Summer Session, University of Michigan, Ann Arbor, Michigan.
See advertisement page 56

MONTANA UNIVERSITY

Missoula, Montana July 23-27

Courses—Football, basketball, track.
Staff—Bowden Wyatt, Jack Friel and Harry Adams.
Information—Tuition \$10.00. Average cost of room \$1.50 per day.
Director—Clyde W. Hubbard, University of Montana, Missoula, Montana.
See advertisement page 57

NEBRASKA COACHING SCHOOL

Univ. of Neb., Lincoln Aug. 13-16

Courses—Football and basketball.
Staff—Harold "Red" Drew, Adolph Rupp, Ray O. Duncan and University of Nebraska staff.
Information—Sponsored jointly by N.H.S.A.A. and University of Nebraska
Director—O. L. Webb, First National Bank Building, Lincoln, Nebraska.

See advertisement page 50

33

Deadline time approaches for the sports page of the small daily, but a space gap opens on the layout sheet while the sports editor mutters at the mouthpiece of his telephone. What is his problem? A fact is needed for a story on the local college's sports, but no one is available at the athletic department.

That is a situation which arises too frequently, especially when understaffed small city dailies are covering the athletic events at small colleges where the coaching staffs are equally hard-pressed in the handling of widespread duties.

For the special benefit of those athletic departments where press relations are handled by a part-time student publicity man, the athletic director, the college's regular publicity bureau or some other arrangement, come these observations collected from the working press.

Actually the sports writers want just two things from the athletic publicity man: *dependability* and *accuracy*. The majority of sports writers

It really does not matter who handles the athletic publicity, but it is safe to assume that he does it as a part-time job. Some of the best work we view throughout the year is produced by students, usually sports-minded journalism majors. Other schools depend instead on a faculty man or their regular publicity bureau. There is no one, however, who may contribute as much to the task of publicity as an interested and co-operative coach.

Promotion work for an athletic program will fall into two classes, and the way they are handled and co-ordinated will determine to a large extent the amount of space a school will receive on the sports pages. Most important, of course, are the regularly written news releases, while the equally important second branch includes the special services and verbal aids offered to the press by the publicity man and the coaches.

The importance of turning out first class releases cannot be over-emphasized. The daily mail of a sports

Releases by themselves accomplish nothing until they reach the newspapers and radio stations on the mailing list. Since a school will get much better response to their material if a high percentage of the copy is regularly usable, we would recommend the use of several selective mailing lists.

The basic list could be composed of the newspapers within the school's own area—the papers which would be apt to use advance stories on games. The second list should cover the daily papers within a larger area, possibly using the state as the classification. These papers are not likely to use regular advances but do have enough interest in the school to print some material.

The home town papers of the athletes on each of the teams make up another list which should be used for specially written items on these individuals—stories which are virtually assured of publication if they are well presented. The final list would be of the daily newspapers,

Don't Forget the Press

BY ROY JOHNS

Sports Reporter, Albion, Michigan, Evening Recorder

handle their own duties, relying only on the publicity man to supplement their work.

The extent to which a sports writer must rely on this supplementing increases as the size of the paper decreases, because most small city sports editors are also burdened with general assignment reporting, editing wire copy, or similar extra duties. Since the small college is usually located in a small city, this article will deal with athletic press relations typical of such a community.

The two objectives of *dependability* and *accuracy* might well be adopted as the key to the publicity program, for violations of them bring about almost every objection of the press which is aimed at school press relations. Each of the key words should be almost self-explanatory. Dependability is vital in order that the sports writer may rely on a school to supply the required facts on a story by the time they are needed. Accuracy is essential in order that the story may be factually correct.

writer includes countless releases from schools, professional teams, independent sponsors and other publicity seekers. Those with a reputation for being poorly produced or lacking in usable material are halfway to the wastebasket when they are received.

The physical makeup of the release may be handed adequately through mimeographing if the job is done carefully. White paper and black ink of a good quality should be used, and no publicity man should fail to double space his copy.

ROY JOHNS has been a sports writer on several Michigan papers and is currently working for the Albion Evening Recorder. As a sports writer, he is familiar with the wants of sports editors and passes these words of wisdom along to the high school and small college coaches who find themselves handling sports publicity.

campus papers and program publishers at the rival schools on the school's schedules.

Far too few publicity men do an adequate job with their pre-game releases, either failing by supplying insufficient information, neglecting to get the material out regularly and on time, or by giving advances too much of a play. For most schools the only events which require advance releases are the football games and more important basketball contests, with a weekly schedule round-up usually meeting the sports editor's needs during the winter and spring for other sports.

Probably the most effective releases which may be sent are a kind that are used too seldom. The publicity man who makes regular use of brief paragraphs of human interest items, say a weekly page, will have sports editors looking forward to their arrival. Nearly every newspaper on a school's largest list will have a need for such material either for fillers

(Continued on page 51)

A new tradition is born!



1950 marked the beginning of
a whole new tradition in inflated athletic balls.

After 25 years, Voit led the way, again, by successfully "wedding" the strength and waterproof qualities, traditional in their rubber-covered P. E. balls, with the performance qualities traditional in a brand new premium leather ball.

The result is the fabulous Voit Rubber-Covered "X" line, which was proved in college, high school and junior college games last year. The new Voit "X" line delivers peak official performance throughout an indefinitely prolonged playing life.

No leather or rubber-covered ball will ever outperform — no other rubber-covered ball will ever outwear — the Voit "X" line.

What these revolutionary new balls will mean to competitive athletics can be easily understood when you examine their impact on just three sports.



XF9

XF9 No longer are football teams at the mercy of the weather.

Dry Field . . . XF9 — Better passing and handling. Kicks same as leather.

Wet Field . . . XF9 — Vastly superior passing and handling (does not get slippery). Eliminates bad kicks also caused by slippery ball.

Wet or Dry . . . XF9 — Never varies from original perfect weight, size, shape, performance.



XB20

XB20 In two years of testing, players couldn't tell the difference in feel or performance between a premium leather basketball and the XB20. But coaches find their basketball budgets will go three times further.



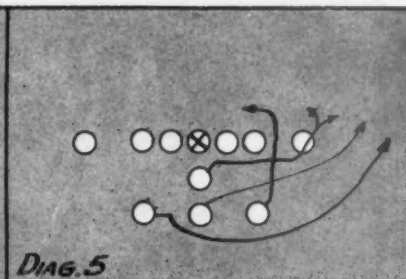
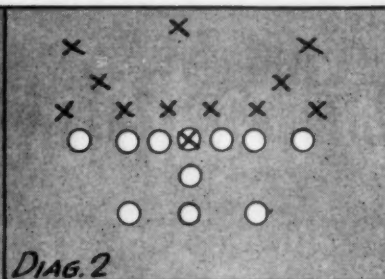
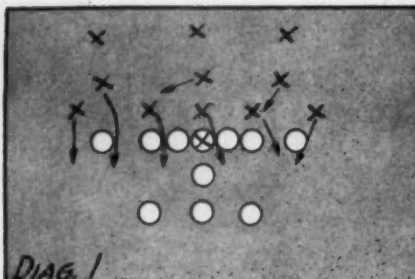
XV4

XV4 No longer must volleyball be played with a short-lived, hand-stinging ball. As the first and only soft cover, lightweight volleyball, the XV4 will perform with and outlast leather three to one.

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America's Finest Athletic Equipment

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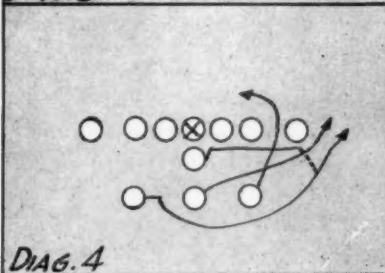
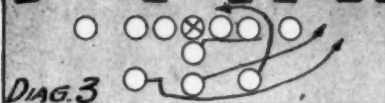
SPLITTING THE

IT has recently come to pass that the gentlemen of the defense have begun to catch us with the T formation. Could it be that the quick-hitting offense has met its "come-uppance?"

A few years ago it was impossible to stop the T quick-hitters. Confused linemen found themselves outflanked, maneuvered out of position, trapped, and just plain stymied. For as long as the average coach cares to remember, the formation had delightful T sessions in almost any stadium come any Saturday afternoon during the fall. Recently, however, the T formation has begun to slip into low gear and it was no mere coincidence that Notre Dame's undefeated record fell by the wayside, and its conqueror, Purdue University, felt the sting of defeat the following week end. Then Indiana University, a recent Big Ten doormat, throttled Notre Dame's fabulous T to rub salt into the gapping wounds of the Irish.

Exponents of the single wing and other formations are coming out of their shells and crying "I told you so." What has happened is a change in defensive tactics which threatens to make certain doleful predictions come true. The principle of under or over-shifting the defense may bring an early demise of the T. Being wholly dependent upon deception or surprise, the regular T stalls and sputters if the defense is not fooled, or if it shifts men cleverly, so that a potential hole is covered. In order to defend a sequence of T plays, the coaches discovered they could plug spots by shifting men at the last second, thus playing an unbalanced line against a balanced-line offense and they succeeded in massing strength where the T thrusts were coming through (Diagram 1).

T strategists, however, foresaw what angling lines, and jamming defenses could do to their well-planned of-



BY ARCH STEEL
Backfield Coach
Michigan Normal

fensive plays. They surmised that a closely knit offensive line would permit over and under-shifting. The gentlemen of the offense have come forth with an antidote in the shape and form of the split-line version of the T. They uncovered the simple fact that a split line forces the defensive alignment to play a balanced defense (Diagram 2).

This offensive alignment nullifies any threat of an over or under-shifted defense. Such maneuvers would leave

the offense woefully weak in one or two vulnerable spots. This new style of attack, based on its spread line, is replacing the sleek modern T attack with a more active quarterback who gets out of his coveted spot beneath the center in the regular T and does a great deal more running on his own. He still, however, stations himself behind the center and handles the ball on an exchange from the center. Instead of handing off to a fellow back, however, he is more likely to keep the ball and run laterally behind his line. From this position he is apt to flip a lateral to a mate, give the ball on a direct hand-off, pass or keep the ball and run with it (Diagrams 3, 4 and 5).

This "ambulatory" type of quarterback may keep the defense "honest" in its movements. The split T quarterback, it seems, is able to keep the defense on the proverbial hook by throwing the laterals, and sweeps around a tight defense, and if it spreads, as it must, there is plenty of room for quickly executed line plays. Split T men find less use for flankers and men in motion because the backfield is already spread out wide. When the quarterback goes into motion, however, the other backs cut in toward the line or wide in a close "meshing" and bewildering fashion, thus substantiating Don Faurot's theory that a minimum of basic plays thoroughly taught and which simultaneously pressure the defense at several points, are more effective than a number of complex plays.

Just as in the basic T, the split-line T revolves around the quarterback. Leaving his comfortable under-the-center-position more often, he must be as adroit as ever at faking. While he gets far less protection on passes, the running pass with the constant threat of a run becomes an im-

(Continued on page 53)

ARCH STEEL graduated from Bowling Green University in 1940 and coached at Lincoln Park, Michigan, for two years before enlisting in the navy. Returning to Lincoln Park in 1946, he won football championships the following two years. He resigned a year ago to accept his present position at Michigan Normal.

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This careful quality of construction assures dependable performance season after season. Provides a feeling of security and confidence for the wearer. Good reason then why RIDDELL is the choice of discriminating coaches and the favorite of players everywhere.

So to always be sure of the best, specify RIDDELL . . . a name synonymous with finer quality and lasting service for over a quarter century.



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SOCCER STRATEGY

By DAVID O. WHITE

THE term strategy is seldom applied to soccer team organization. Development of either a two- or three-back system of deployment is sometimes referred to as strategy. But general principles of soccer team organization, based on an analysis of rules and other factors which affect soccer play, have not been developed.

Soccer theory has been neglected because ideas regarding where and how to play eleven men have been fixed through long practical experience. Furthermore, the results of this practical experience, as witnessed in top-flight competition, tend to provoke a reverence more conducive to describing the play than to analyzing the game. Superb ball control artistry and the elaboration of the functions of eleven positions, and three lines, are window dressing for a primitive type of team organization.

One fallacy of position play lies in the idea that eleven players may divide their energies between offense and defense without destroying part of the effective strength of the team. The fundamental team concept in soccer is that possession of the ball is offense and lack of possession is defense. Development of general principles of soccer strategy begins with this concept of integrated team action.

The rules of soccer leave no doubt about the aim of soccer play which is to score more goals than the opposition. In order to score, a team must accomplish three objectives: Gain possession of the ball; create a scoring situation; carry the scoring situation to completion. The aim and principal function of a soccer team is to score, and the primary function of a player is to contribute his maximum effort toward the most effective functioning of the team.

An individual player's contribution to the offensive or defensive power of the team may be tactical or strategic. A tactical contribution involves personal control of the ball. Strategic contributions provide tactical alternatives to the action being taken. Although only one player can control the ball at one time, it takes ten teammates to help control the opposition.

The strategic value of a player depends on his tactical value. If he cannot be used in tactical situations because he lacks the necessary ball control skills, the opposition learns to ignore his offensive gestures and to capitalize on his defensive weaknesses. A coach may, therefore, increase the tactical value of his players by helping them improve in essential ball control skills. The objectives of soccer play and the construction of the human anatomy suggest that ball control skills may be developed for use in specific tactical situations and for specific tactical purposes. Use of some ball control skills should be based on expediency rather than on design.

In order to resolve the problem of

DAVID WHITE graduated from Amherst College, where he played three years of varsity soccer. Following four years of service with the mountain infantry, he acted as assistant soccer coach at the University of Massachusetts. Last year he completed his master's work, writing his thesis on "A Theoretical Basis for Soccer Strategy." Currently White is working towards his doctorate at the University of Oregon.

how to use the players and the ball control skills, the exponent of position play accepts a fixed system of deployment as his clue to team organization. His main problem is one of developing players and using ball control skills which fit the system. The formation limits the number of players who can participate in offensive situations; it not only gives the defense numerical superiority in the goal area, but also marks the key men of the attack. This serious manpower shortage results in the use of one-in-fifty-shot scoring tactics involving risky ball control skills. The futility of this type of attack is indicated by low scores and is best illustrated by the action of the backs who follow up plays not so much to facilitate scor-

ing but to try to recover the ball after it has been lost.

The fundamental team concept provides a different clue to team organization — a good offense is a good defense. As long as a team can maintain control of the ball, all of its players are free to participate in the attack. A coach can increase the tactical value of his players not only by developing their ball control skills, but also by designing the play to make the best use of their combined abilities, to secure the objectives of the game. In open play the team, as a whole, becomes the principal agent in both offense and defense.

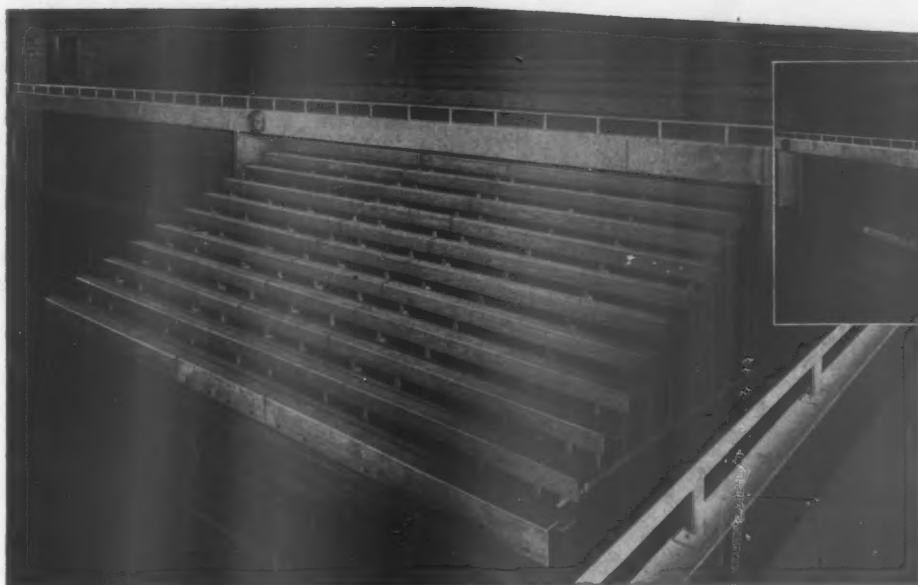
To clarify the role of the individual player in the open game, a distinction must be made between the actual course of offensive and defensive action, which involves ball control by a few players, and the possibilities which exist for other courses of action and involve all the players on the team. Tactics apply to measures actually taken in moving the ball to achieve the objectives of the game. Strategy includes all other potential courses of action, which permit freedom of movement.

Potential courses of action must be real. Their existence is determined, like any tactic, on the basis of available ball control skills. Continual use, because of necessity, of any tactical plan tips off the opposition as soon as it is initiated. This is true both offensively and defensively, and the team which operates on the basis of a few regular patterns of action exposes itself to intelligent and effective counteraction.

The basic problems of team ball control are, then, very similar to those of individual ball control. The team whose major strength lies in five or six players can be compared with a player who can kick with only one foot. It is the ability to shift power constantly into the ever-changing critical areas of the fluid game situations which constitutes real team strength.

Certain areas of the field provide better opportunities for effective team action than others. These areas

(Continued on page 42)



ABOVE: When seats are closed almost every foot of floor area is "recovered" for regular use.

LEFT: Medart "Two-Level" installation utilizes both balcony and gym floor for maximum audiences.



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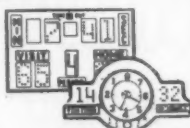
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THEY SAVE FLOOR SPACE! Unlike fixed seating, when Medart seats are closed, virtually every foot of floor area is made available for regular class work.

THEY'RE SAFE! Like a steel skyscraper skeleton, the understructure of Medart seats stands alone and supports the entire occupied load on four vertical steel uprights for every row that put the weight on the floor, not the wall.

THEY'RE STRONG! Authoritative tests under loads of 400 pounds per linear foot indicate no apparent deflection. Stability tests show no side-sway at peak of stress.

THEY SAVE MONEY! Medart seats cost less than knockdown or built-in seating. In addition, they provide quickly available, ample accommodations for large and overflow crowds that mean important extra revenue.

THEY'RE CONVENIENT! Exclusive "Floating Motion" design makes the largest seat section easy to handle. Another Medart advantage allows only 1 or more rows to be opened as usage requires, while other rows remain closed.

THEY PROTECT FLOORS! Seat sections roll open or closed on rubber cushioned rollers that retract and let the "live" load rest on large steel shoes when seats are occupied. Medart seats avoid caster depressions in highly finished floors.

THEY'RE GOOD LOOKING! Wood parts are light natural-color, finished in clear lacquer that complements every trim, neat modern gym. Baked-on enamel protects steel parts.

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For 78 Years The Standard Of Quality



Backfield Play

(Continued from page 12)

long as it does not exceed the two step system. All kickers are required to drop the ball from a point not higher than the hip and slightly toward the outside of the foot. In other words, we do not want the flight of the ball from the drop to the kick to be very long. The ball should be struck by the foot at a point about knee high from the ground. A player should be taught to keep the toe well depressed and strike the ball on the

outside of his instep, thus causing the ball to spiral. Just as the kicker strikes the ball, he should snap his leg at the knee to give added punch to the kick. Out-of-bounds kicking is stressed, except from the quick kick, then the reverse is in order. All kickers should be aware and notify their teammates of any frame-up to block the kick.

On the quick kick, the greatest emphasis is placed on speed and spiral.

Kickers are instructed not to advance toward the line any more than is necessary. When the rocker step is used the ball is taken in a normal stance and the kicker rocks back with his left foot, keeping his right foot in place (this position should be acquired while the ball is in flight from center); then he steps forward with his left foot and kicks the ball with his right foot. The trajectory should not be too high, in order that the ball may carry over the safety man.

We tell the kickers to "Keep the eyes on the ball until it actually hits the foot."

From Here and There

(Continued from page 4)

State College basketball coach, holds the distinction of having been picked as an all-conference player for four years during the late twenties in the old Rocky Mountain Conference.

In 1947 we reported in this column that of 504 league football games played in 1946 in Wisconsin, only 39 or slightly less than 8 per cent ended with a tie score. In 507 league games played in Kansas last fall, only

21, or a fraction over 4 per cent were tie games. What ever happened to those individuals who would do away with tie games?

...

A recent study of figures from the Michigan Athletic Accident Plan indicates that over a third of all the boys in Michigan high schools were members of their athletic squads dur-

1949. Signs of the times—due to increasing quantities of radioactive materials being shipped and the affect of radiation on undeveloped photographic film, the Eastman Kodak Company has prepared special gummed labels for use in the shipment of film. These labels warn the carriers that the parcel contains undeveloped photographic film and should be protected from radioactive materials . . . A special salute to A. G. Spalding & Bros., on their seventy-fifth anniversary.

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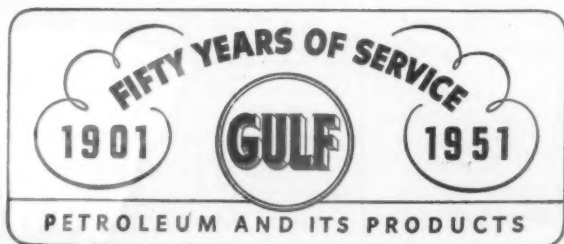
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Soccer Strategy

(Continued from page 38)

exist because opposition is absent, or the balance of power is favorable, and because they are accessible through available ball control skills. Since these areas need exist only long enough to allow passage of the ball, the effectiveness of the open attack will depend largely upon the team's ability to anticipate, or create, and to use such areas before the opposition can react.

Conversely, the effectiveness of the open game defense will depend largely upon the team's ability to anticipate and control such areas. A man-to-man system of defense is the surest method of defense. The tackler is concerned mainly with gaining possession of the ball, and his teammates are concerned with controlling the areas in which their men can operate.

In the final analysis, soccer strategy must be based on a clear understanding of the factors which affect the balance of power in the area of the ball. From foreign competition we can learn much about developing ball control skills. American coaches, however, in experimenting with new types of attack, may provide better answers to the question of how to use them.

Spread Line Play

(Continued from page 14)

defensive linemen or linebackers who might have made normal penetration. They may go inside or outside the defensive end whose position determines their next move. If the defensive end has crashed in and is blocked, they round the corner, the right guard on the outside and the left guard on the inside as personal interferers for the runner. If the end has crashed in and is not blocked, the lead guard shoots for his legs, trying to avoid further penetration, and the other guard pulls around for the halfback. If the defensive end plays out, the lead guard blocks him out, and the other guard goes for the halfback.

The worst mistake either guard may make is to hesitate because of indecision. Our advice here is: "Do something quickly, even if it is wrong." The wrong move, made in time, is better than the right move made too late.

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The center blocks the man in front of him in a five-man line or the first lineman to his left in a six-man line. The assignments, of course, for the corresponding play to the opposite side are just the reverse.

Used in conjunction with the end run is the run pass, the assignments for which are naturally just as similar as possible.

The right tackle and center have the same duties as before.

The action of the guards is identical to the other play except that they stop just before the scrimmage line is reached. The lead guard blocks to his outside and the other guard turns back sharply to pick off anyone trailing.

The only lineman whose job is appreciably changed is that of the left tackle. Instead of going down field, which, of course, is illegal, he blocks the man in front of him or the first man to the outside.

The blocking on the straight back pass where the passer stands directly behind the center is considerably different from the run pass, but is about the same as that of any other formation.

When blocking opponents, who are head on, the offensive men try to take the defensive man the way he goes. They may make quick shoulder contact and roll into a body block as the opponent tries to escape. The head should be turned toward the expected route of escape. If possible, blockers should encourage or invite the rusher to the outside so that fast chargers on defense may be forced past the passer.

It is not necessary to move the opponent, and, therefore, power is of less importance than balance. The choice of time and place of contact is with the offense, but because of the surprise element involved, usually the quicker contact is made, the better. It is better to give ground than to lose contact, and if the rusher charges hard and the blockers can keep contact, the defensive player may often be run past the passer. Most good passers will move laterally, when necessary to avoid a rusher being pressed by a blocker, without interfering with the effectiveness of the pass. The trouble here is that two rushers at a time are at least one too many.

After the pass, the offense should fan out toward the flat to the near side for defense against possible interception.

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with the three or four defensive linemen. They usually take this responsibility seriously. When the defense begins to drive in too hard to block, we run the shovel pass (Diagram 4, illustrations Series A).

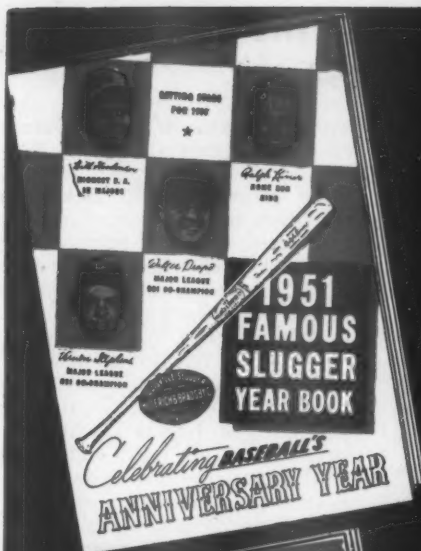
The shovel pass is very similar to a trap play, except that the ball is thrown instead of passed from one back to the other. The sudden change from a pass to what amounts to a run makes trapping easier and usually spreads the linebackers for better blocking angles.

The man doing the inside trapping on the shovel pass should get out quickly, run under control and close to the line of scrimmage. Observe the position of the man being trapped. If the man to be trapped has taken the bait and is deep, the trapper should come across quickly from an inside position and take him the way he is going. If the man to be trapped is in the hole and braced, we try to throw as much shoulder into him as possible. After contact, the blocker should straighten up to get his own body clear of the hole. If the man to be trapped is in the hole and on all fours, we attempt to cover his head and shoulders with the thighs and stomach and push him out as much as possible. If the man to be trapped bores into the play, we just meet power with power, and try to get inside position for the angle.

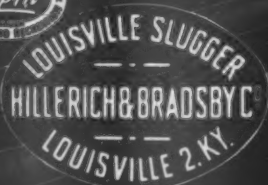
The opponent adjacent to and inside of the man being shovel passed is double teamed. The team should hit together and the post should stop and turn, and the power blocker should hit and drive just as on any double team block, making sure to stick together as a unit.

Against a five-man defense, the offensive tackle in front of the sucker tries to set him up by faking a block on him before going for the near linebacker. The time element is important to the tackle, since he must not cross the line of scrimmage before the pass is caught. While the play is developing, he should work for the angle and take the linebacker from the side, inviting him to overrun the ball-carrier.

Although this type offense seeks to minimize the use and importance of inside power plays, the linemen sometimes have to "move 'em out." There are traps and cross blocks for the hard chargers and a wedge for the floaters. It does not appear practical to go into the explanation of all of our line play, since a great part of it is normal. In this discussion we have attempted to touch on those points that seem to be of special importance to the spread formation.



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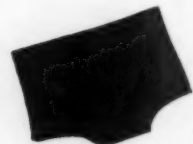
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Simplified Rule Blocking

(Continued from page 19)

The weak-side end gets the halfback on the weak side (Diagram 14). He blocks the safety man in a two-man tertiary (Diagram 10).

The strong-side end releases himself, if no one is in front of him, and gets the linebacker on that side (Diagram 15).

The quarterback, halfbacks and fullback are assigned to the weak and strong-side ends. This assignment depends on the type of play and the direction in which it is to be run (Diagram 16).

Angle-in Blocking

When the defensive players are playing in the seams, the strong-side linemen, including the end, employ an "angle-in" block for end runs and wide sweeps. The released man whether it is the center, guard or tackle, takes the end's assignment and blocks the linebacker (Diagram 17). If no one is released, the basic rule of blocking the man in front of the offensive player applies and the linebacker will be blocked by a backfield man who is leading the ball-carrier.

The weak-side tackle, in most cases, can be released after checking his opponent momentarily, and then he proceeds downfield to block the safety man (Diagram 18). When a double safety man pattern is employed by the defense, he goes downfield to block the safety man on the strong side (Diagram 10). The tackles simply

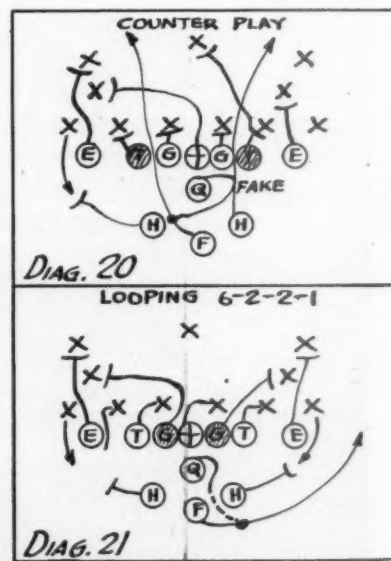
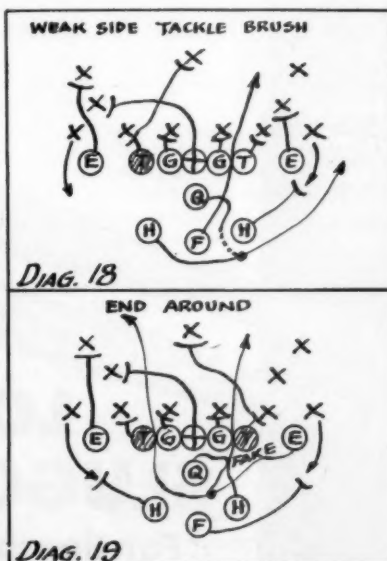
change assignments on end-around and counter plays (Diagrams 19 and 20).

The center, guards, tackles and ends often find themselves suddenly in a position to be released for a downfield block when they are playing against a team that employs looping and angle-charging defensive tactics. In such cases, against a two-man secondary, the released man takes the linebacker who is positioned on his side of the center. That is, the offensive right guard or tackle blocks the linebacker to his right and the left guard follows the same procedure on his side (Diagrams 21 and 23). The offensive end goes downfield to block the halfback when the guard on his side is released. Against three linebackers, the regular blocking rule is applied (Diagrams 22 and 24).

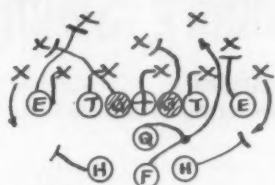
Gap-Plugging

If the defensive team uses gap-plugging maneuvers, the released offensive player who finds himself without an immediate blocking target can advance downfield and contact either the halfback or safety man, depending on which one approaches him first (Diagram 25).

It is apparent that the offensive team must take more time in which to start its plays. This is due to the fact that the offensive players will need additional time to adjust themselves to any changes which may take place after they have left their huddle.



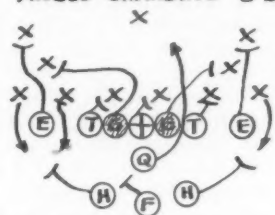
LOOPING 6-3-2



DIAG. 22

If the quarterback calls a play which will send the right halfback through the right guard's hole, the signal would include, 24, the offensive play's number, and 62, the defensive team's formation. If the defensive unit shifts into a 6-3-2 pattern after the offen-

ANGLE CHARGING 6-2-2-1

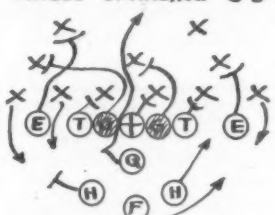


DIAG. 23

sive team comes out of the huddle, the quarterback calls out, plus one, which changes the defensive code number from 62 to 63.

It must be emphasized that this simplified rule blocking system will en-

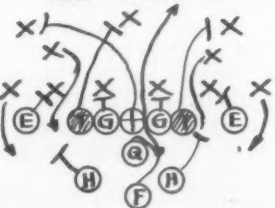
ANGLE CHARGING 6-3-2



DIAG. 24

counter difficulties at times but, as a whole, it is fundamentally sound. The average scholastic football player may learn it easily and apply it with not too great an effort.

GAP PLUGGING



DIAG. 25



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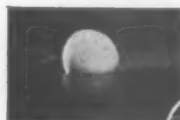
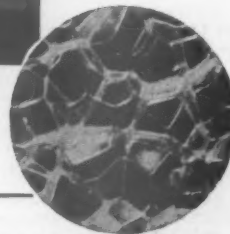


Photo-micrograph of RUBATEX closed cellular rubber shows the tiny individually sealed balloon-like chambers which retain inert nitrogen under pressure.



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No Pool, But Spartanburg Swims

BY RICHARD H. POHNDORF

Department of Physical Education, University of Illinois

SCHOOL administrators, especially those who deal directly with physical education, many times overlook the possibilities of utilizing facilities that are within reach of the public schools, either during school time or after dismissal. Funds for an expensive plant, such as a swimming pool, with its necessary related facilities are not always available. Therefore, it may be of major importance to make use of the facilities of other public agencies. Swimming was at one time called a frill, but has long since been put on the must list of leading school systems. Socrates once said, "He who can neither read nor write nor swim is not an educated man."

Authorities would be wise to survey the possibilities of available services that may prove to aid substantially in improving the over-all program of physical education and recreation in their school system. In some cases these activities will round out the already excellent program in existence and fill the gap of a needed activity.

The Spartanburg city school system does not own and operate a swimming pool, nor do the city authorities operate an indoor pool that would be available during the school season. An outdoor pool is in operation during the summer months when school is not in session.

Fortunately, within 200 yards of Spartanburg High School the local Y.M.C.A. operates a swimming pool the year round, along with its many other fine facilities.

Spartanburg city school authorities and the Y.M.C.A. officials were brought together in order that arrangements for using the swimming pool during the school day might be made. Plans were soon drawn up and completed for the public high school to use the Y.M.C.A. resources during school hours and after school dismissal on special occasions.

A. IT WAS MUTUALLY AGREED THAT THE Y. M. C. A. WILL:

1. make available the locker room, showers and pool during the school day, five days per week for twelve weeks, time to be extended when deemed necessary.

2. assign a clean-up crew between each physical education class to maintain the locker room and the drying

room in good sanitary condition.

3. provide one of its trained professional aquatic staff members to conduct aquatic achievement tests during the last week of the boys' program, then a member of the girls' division during the last week of the girls' program.

4. provide pocket-sized certificates for students who qualify in any of the three achievement categories, with the Y.M.C.A. staff member conducting the tests and signing the card.

5. have available for purchase, pins and emblems for eligible students who have successfully completed the aquatic tests on any of the three levels, namely, Fish Club, Flying Fish Club, and Shark Club (pre-life-saving).

6. conduct a comprehensive course in life-saving and water safety for those students who achieve the high intermediate (Shark Club) or pre-life-saving tests given in the physical education classes. This course is to be conducted during the spring semester, after school dismissal, without charge, other than the purchase of appropriate insignia and certificates.

B. IT WAS MUTUALLY AGREED THAT THE SPARTANBURG CITY SCHOOL WILL:

7. conduct the students to and from the Y.M.C.A. building during class sessions.

8. organize and conduct the visual health inspection of students, route the students through a complete shower bath with soap, and educate them regarding the health and safety rules of the swimming pool.

9. organize and conduct aquatic instruction in the swimming pool.

10. provide its own towel service.

11. countersign the pocket-sized certificates issued to students passing the National Y.M.C.A. Aquatic Achievement Tests. These certificates will carry the physical education instructor's signature.

12. provide the Spartanburg Y.M.C.A. the sum of fifty cents per student for the duration of the swimming program which may be withdrawn any year by the city schools. The fee is not required by the Spartanburg Y.M.C.A. but it is provided as a token gesture.

C. IT WAS MUTUALLY AGREED THAT THE CITY SCHOOLS AND THE Y.M.C.A. WILL:

13. use the publicity derived from the program jointly in reports and in newspaper media.

14. hold a joint meeting at the close of the instructional aquatic program to go over present arrangements with the view of adjustment for the next year's program organization.

The swimming program for the boys runs approximately six weeks, six periods a day, and each period lasts fifty-three minutes. During the last week National Y.M.C.A. Progressive Aquatic Tests are given by the Y.M.C.A. mens' aquatic director. During this time the school physical education instructors continue the instruction of the beginners in the shallow end of the pool. This phase is important since many programs revolve mainly around the test items to be given, and neglect beginners' instruction.

At the conclusion of the boys' aquatic program, the girls followed the same routine with the Y.M.C.A. girls' physical director aiding in their testing program.

We believe that a good physical education program on the required level during the scheduled school day should be closely knit with the extra-curricular program after the formal school day. An arrangement was made

for the use of the Spartanburg Y.M.C.A. for intramurals at the close of the swimming programs.

A coeducational swimming meet was held after four days of tryouts and practice by enthusiastic class members of the four grades of the high school. Each class organized their best team of boys and girls and entered these teams in the interclass swim meet. Six events were held the first year and these were run individually for boys and for girls, actually

totaling twelve events. Each swimmer was limited to no more than two events, and swimming events were limited to forty yards in distance for the participant's protection. The meet consisted of the following events: free style, backstroke, breast stroke, diving, medley relay, and free style relay. Ribbons were presented as awards in a general school assembly. The facilities were provided through the courtesy of the Spartanburg Y.M.C.A. after school hours for the entire week.

Are your facilities up to date and complete? Do you have a rounded program? If not, survey your needs and then survey what your community has to offer. See if you may use the community facilities during or after school hours, or at both times.

The Spartanburg High School athletic program called for a well equipped training room with a whirlpool bath, heat lamp, etc. Money was not immediately forthcoming, but the needs are being temporarily fulfilled by making use of the local Health Club of the Y.M.C.A. where trained attendants care for the athletes. A special reduced rate is charged for this excellent service by a well trained staff, and the cost is easily taken care of by the Spartanburg High School.

RICHARD POHNDORF graduated from Springfield College where he lettered in football and swimming, being captain of the latter team in 1939. Pohndorf coached football, basketball and track at Olean, New York, High School, for three years and then served during the war as an athletic officer in the naval aviation program. When this article was prepared, Pohndorf was director of physical education and athletics for the city schools of Spartanburg, South Carolina. He has recently accepted a position on the physical education staff at Illinois.

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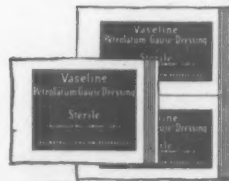
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NEW BOOKS

Community Health Educator's Compendium of Knowledge, by *Clair E. Turner*. Published by the *C. V. Mosby Co.*, St. Louis. Two hundred and sixty-six pages. \$3.00.

The book is designed for those whose work is in connection with planning campaigns and community organization in the field of health. The author discusses means of evaluating the effectiveness of campaigns and the use of pictures, graphs, exhibits, speeches, etc., in presenting ideas in this field successfully.

More Fun in the Water by *Eidola J. Bourgaize*. Published by *Association Press*, New York. One hundred and eighteen pages. \$2.00.

This book will be of real value to the coach who handles camping or city recreation during the summer. The author describes games for the "landlubber," for the novice, for the average swimmer, for the "old salt," in addition to water stunts, water parties and water pageants. In all, some 314 water and beach activities are discussed.

The Official Encyclopedia of Baseball by *Hy Turkin and S. C. Thompson*. Published by *A. S. Barnes & Company*, New York. Six hundred and twenty pages. \$5.00.

For a real study of baseball this book cannot be beat. Just think, the record of every ball player who ever played in a major league game is included. How the book was started is in itself quite a story. Hy Turkin was sitting in his living room when he saw the pictures on the walls sway. He 'phoned his paper, the "New York Daily News" and his report was included in the story of the earthquake which rocked the Eastern seaboard in 1944. Next morning, S. C. Thompson in reading the account, discovered that Turkin lived practically next door and invited him over to see his collection of baseball material. From that point on the two went to work to produce the ultimate of baseballana.

They came across a newspaper clipping stating that a rookie had been signed after pitching three shut outs while on the University of Maryland baseball team. Needing more information they wired the registrar. Back came the reply: "No school record for such a name. However, it might interest you to know that before 1895 it was not necessary for a boy to be enrolled at this college in

order to play for the baseball team!"

"Among the in-for-one-day players was a 1905'er, exact age unknown, who came up from Green Pond, Alabama. A letter was addressed to the Chief of Police of that hamlet on the premise that the constabulary would be familiar with all the families there for several generations. The letter of inquiry came back unopened, stamped 'Undelivered' and bearing a further post office memo, 'No police department here'."

Baseball Individual Play and Team Strategy, by *John W. Coombs*. Published by *Prentice-Hall*, New York. Three hundred and fifty pages, (Third Edition). \$3.50.

That this book is the baseball bible cannot be disputed. First published in 1938, it went through six printings before it was revised for the second edition in January 1947. The second edition had seven printings and now the third edition. The third edition incorporates the new playing rules as set down by The Professional Baseball Playing Rules Committee and the necessary changes in the text resulting therefrom. Every school that plays baseball should have this book.

High School Intramural Program, by *William W. Scheerer*. Published by *Burgess Publishing Co.*, Minneapolis. sixty-four pages, large size, spiral binding. \$2.00.

William Scheerer is the director of the Department of Physical Education and Intramural Sports at Wofford College. In the book he discusses all the various sports which are applicable for an intramural program, with a discussion of rules for each, and a diagram of the playing area. Another chapter is devoted to the types of scoring sheets needed for each type of tournament. Still another chapter discusses the various types of tournaments, drawings and seedings. The final chapter deals with the selection of all-star teams, percentage charts and selection of individual awards. Truly a most helpful book.

National Y.M.C.A. Lifesaving and Water Safety Student Handbook. Published by *Association Press*, New York. Forty-seven pages, paper bound. Sixty-five cents.

This little pamphlet, complete with 52 illustrations, describes the accepted safety measures, water carries and methods of resuscitation.

Don't Forget the Press

(Continued from page 34)

or in a column of sport shorts.

Another form of release which may produce gratifying results may be had for the cost of a postal card and the publicity man's time at his typewriter. The cards, especially if sent out in a neat form with a printed heading for the school at the top, are effective for the mailing of brief items of interest to certain papers.

These card releases, are welcomed by most sports editors because of their concise nature and are suitable for the majority of releases to the athletes' home town papers. The occasions for such stories should include whenever a man becomes a candidate for a team, when he earns a berth on the team, and any special progress or recognition he achieves.

Brochures on the teams will be virtually necessary for the names on the basic and opponents' mailing lists, and will be used to good advantage by the papers on the second list. They need not be expensive pieces and may be kept within an economical range by dividing the year's activities into three brochure periods: fall for football and cross country, winter for basketball and any other winter

sports, and spring for track, baseball, tennis, golf and any other teams a school may have during that season.

There is no reason why the brochures should be costly printed booklets. We would suggest mimeographing them in black ink on 8½ x 11 inch white paper, stapling the pages together and enclosing the booklets in a convenient folder which will fit into the conventional letter-size file. The name of the school and sport should be on the index tab.

Prompt preparation and mailing of the brochures, before the teams begin actual competition will mean more to the sports writers than profusely illustrated booklets. The papers must concentrate on the information contained in the brochure and not on its typographical niceties.

Besides the routine listing of schedules, past records (the won-lost totals plus the previous season's results are adequate), up-to-date biographical sketches of the coaches, rosters and data on the athletes, it is a good idea to list in the brochure the regular publicity services (what the papers may expect from the school and when they may look for them during the season), plus any special services available on request.

In line with these special services it is advisable to list the office and home telephone numbers of the publicity man and the coaches. This

might seem to be asking for home calls at inconvenient times, but the sports writer wants to do his work during regular hours and will be making use of the home numbers only when necessary.

Another feature of the brochure might well be a list of the art, or photographs, which are available for the press. The listing should be broken down into available mats, with their sizes, and glossy prints.

Care must be taken in formulating a policy on photographs, or a major portion of the publicity budget will be wasted. It is of importance to establish contact with a photographer, an engraver and a firm for the preparation of mats, all of whom a school may count on for fast and reliable service.

An ideal set-up would provide for glossy prints and mats of all varsity athletes, but it seems safe to assume that none of the schools this article is slanted towards are able to handle that arrangement. It is not essential if at the start of the season a school can provide the papers on its basic list with mats of the men most likely to attract special attention. Then photographs of as many other men as possible should be filed for possible use.

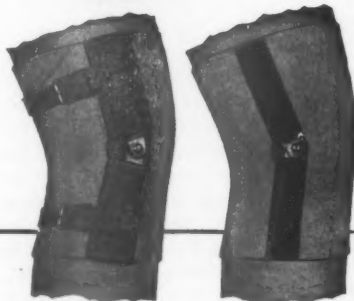
For widest use, the mats released should be of the one-column size, with some half-column "throw-in" cuts



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added. The same sizes are most practical for mats on the coaches, whose pictures ought to be changed often enough so that they will not become dated. The publicity department should not forget the importance of having engravings made in the proper column width and screen size for newspaper use.

One of the best investments of time which can be made regarding the use of photographs and mats may be done by watching the sports pages for pictures which attract attention. These, when clipped and filed, make invaluable references when a publicity man wants to give his photographer an idea for a good "angle."

Reference should be made to some specific problems of the individual sports and these will be mentioned according to the fields which concern the majority of the smaller schools.

Football is, of course, the main interest of most colleges, no matter what their size, but it creates few problems if the regular pre-game releases and human interest paragraphs are mailed regularly and if the publicity man handles his game-time duties in the press box.

The chief complaint of the working press at games is the presence of non-workers in the press box, and the publicity man is responsible for preventing that inconvenience. Before the game, arrangements should be made to have programs in the box, spotters for reporters who want them, and if possible a reserved parking space for the working press.

If pre-game arrangements have been handled efficiently, the publicity man should find himself free during the game to keep a complete and official set of statistics. Before the reporters are ready to leave the box, after the game, the statistician should be able to prepare enough carbon copies of the statistics to supply the number of men covering the average small college game.

Regarding the press box itself, the alert publicity man can do much to offset the inadequacies apparent in so many boxes. He should insist that the box be kept clean and dry and see that adequate space is allotted for each worker. Adequate means of entry and comfortable seats are all reasonable requests which should be observed by all schools.

The small school publicity department need not assume the role of a caterer in seeking to compete with the full course meals available in the press boxes of some of the major football powers. Every school, however,

could profit by the example of some in seeing that a thermos jug of hot coffee and possibly a box of sandwiches are available at half-time during a cold afternoon of football.

The most effective promotion that may be given to cross country is to run the meets so that they end on the gridiron during half-time of the football games. This stimulates interest among the fans which is carried over to the readers of the sports pages, making the sport worthy of more space in print.

As soon as the meet is over a copy of the full results, with first names and the winning time, should be sent to the press box. Also, the writers may make more of their stories if a student is stationed at each half-mile mark on the course to note the positions of the runners at those points, thereby giving the reporter more than just the final one-two-three on which to base his story.

Winter sports are not apt to cause many major problems in press relations so long as the papers are notified about any developments. A preview of the week's coming events, including a few more significant statistics, should be adequate for weekly releases if accompanied by those suggested paragraph stories and an occasional feature.

In the spring the publicity man's thoughts must turn, not to the usual spring time thoughts of young men, but instead to thoughts of promoting the heaviest schedule of the year. Nearly every school will field track, baseball, tennis and golf teams. Each team requires a share of the attention given to co-operating with the press.

Except for the local paper and that of the opponents, the weekly preview covering all four sports should be sufficient during the spring. The human interest paragraphs are again one of a school's best approaches to the printed page, and the spring is an ideal time for stories and artwork which carry an unusual "angle."

Staff limitations on most of the papers which will be covering the spring sports mean that the publicity man should be ready to assist in that coverage. Besides helping the newsmen on hand for an event, the alert publicity man or coach will keep a complete copy of the results, times and scores for use in answering calls from the papers, or when requested in making a call direct to the paper.

Too few of the schools, both small and large, give much attention in their press relations to intramural athletics, but the time would be well spent by the publicity man who

learns what his local paper can use on intramurals and then sees that it is provided.

No matter what the sport, the sports writers will look with grateful eyes to the publicity man who helps find any possible slant to offer variation from dull routine stories and who comes up with an occasional suggestion for an interesting column or feature story. It does not pay the publicity man to play favorites in such matters, but reasonable discretion will go far towards assisting his press relations.

A final word in regard to the publicity man's policy of *dependability* and *accuracy* is made to stress prompt replies to all requests directed to the publicity man or the coaches. Whether the request is a telephone call from the local paper, a letter from an out-of-town daily, or a query from the program printers at another school, the school which performs its publicity functions smoothly and promptly will find its reward in stronger press relations.

Splitting the T

(Continued from page 36)

portant phase of this offense to keep the defense completely "honest" at all times.

Successful coaches who have skyrocketed to the top on the T are experimenting generously with the possibilities of the split T.

This football innovation makes it more difficult for defensive linemen who are not blocked thoroughly and completely to reach out and stop or delay a ball-carrier. The twelve-inch split between the center and guard, two-foot space between the guard and tackle, and a yard between the tackle and end keeps over-concentration thinned out and spread along the line of scrimmage to the point where the offensive charge may handle any and all defensive efforts.

Backfield maneuvers of this split offense involve the backs following the course or pattern on every play, whether serving as a ball-carrier, blockers or decoys. The quarterback's option of pitching out to a halfback or keeping the ball on a bewildered defensive end is now famous as the "give-or-keep" play. Splitting the T line will fit the average material in a school where the overpowering type of personnel is absent. With average personnel, it will spring the back into the secondary more often and keep greater pressure on the standard defenses as well as force a balanced defensive alignment.

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Television and the High Schools

BY JOHN C. FOTI

Rufus King High School, Milwaukee, Wisconsin

SHOULD the high schools expand or curtail their athletic programs? Oh! by all means, the programs should be expanded. Yes, but what are we going to use for money to defray the expenses?

In our city, and we believe we are in a typical big city, our sports program derives its big income from the receipts of football games. In that respect it is like the college sports program. Basketball pays for itself, but all of the remaining sports must depend upon football for their upkeep. The revenue from football games has dropped to the extent where we find a number of our schools dropping some of their basic sports.

MUCH has been written about the affect of television on college attendance, but little mention of the matter has been made from the high school level. John Foti, as athletic director at Rufus King High School, is in an excellent position to report on the affect of television on attendance for the high schools of Milwaukee.

This situation caused our city high school athletic departments to study the causes of the decrease in football revenue. We tried a slight increase in admission price, since we were only charging a rate of 35 cents. This did not help to any noticeable degree. The attendance figures at the games were studied and it was found that our Friday and Saturday evening games were drawing up to par. The Saturday afternoon games, however, had shown a decided drop in attendance and the gate receipts were not enough to defray the expenses of the games. Further study showed that in 1946, 1947 and 1948 the net gate receipts showed a profit, and in 1949 and 1950 most of the games showed a loss. One unusual point regarding the receipts of the last two years; our opening Saturday afternoon games showed a profit. We found that the opening game of our football season

took place one Saturday before the telecast of the Notre Dame football game. With the start of college football games on television our gate receipts dropped heavily. The exceptions were the two high school games for first position.

As a result, we must try other means to bring up our football revenue. For next fall some of our Saturday afternoon games have been shifted to Friday afternoon, with the hope that this will pay off. We have the other alternative, namely, curtailing our sports program.

Another illustration of the affect of television sports broadcasting on high school attendance is the following: The Marquette University versus Wisconsin University basketball game was on television on the Saturday evening that our school played one of our neighborhood rivals. The attendance at the high school game was poor, even though our team was one of four schools that were unbeaten.

On checking up Monday in our gymnasium classes, we found that 60 per cent of the boys questioned were watching the Marquette-Wisconsin game on television. That is a very high percentage, for most classes or groups do not show that high a percentage of people interested in basketball or any sport. A survey conducted in our building, before Christmas, showed that 52 per cent of the students had television sets. The percentage was higher after the Holidays.

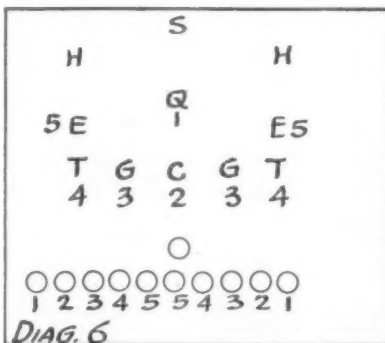
In bringing this material down to a point we have the following: Live television broadcasts of football and basketball games, particularly the former, are hurting attendance at high school games, possibly to the extent that their sports programs will have to be curtailed. In the long run, if this takes place, the college material will be affected in the same degree. It would be well for the colleges to give the high schools some thought. If they do not want the "grass roots" of their material dried up, it would be to their advantage to keep their plan of forbidding live telecasts of their games.

Kick Returns

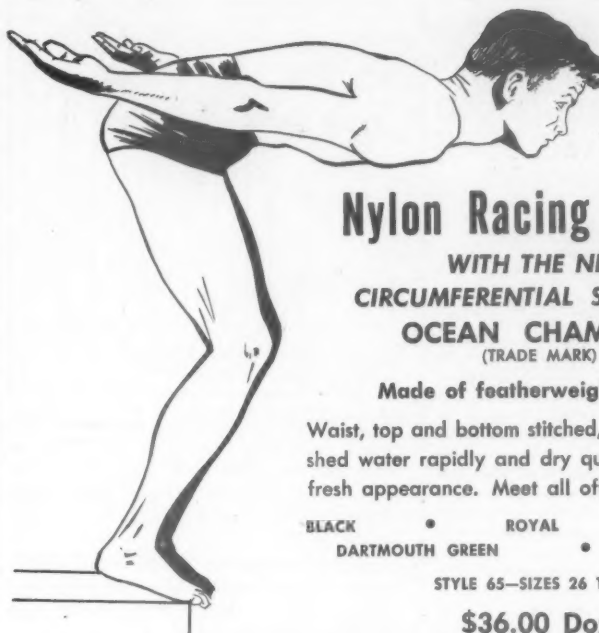
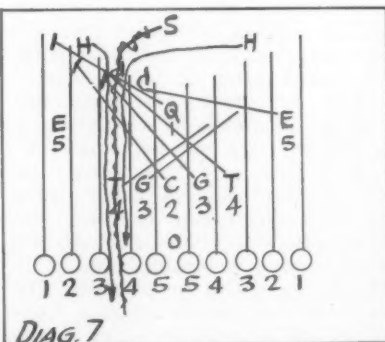
(Continued from page 28)

These three plays may be executed to the right side of the field. The assignments would be in reverse. Variations will undoubtedly prove more successful with the personnel available. It should also be remembered that punt returns are just as effective to the short side of the field. The defense is set for the open side of the field in too many instances.

Returning punts depends upon aggressiveness in order to break the ball-carrier loose. Blocking must be sure and accurately executed. Above all, the proper timing in executing the block and following through is the most important phase in the success of returning punts. One man may execute a perfect block, but if it is not at the right time, the opponent will undoubtedly get in the way of the ball-carrier.



Returning the kick-off is similar to returning punts. It is simpler to teach to the players. In most cases of returning the kick-off, it is a man-for-man proposition. Each man has an assignment. It is his responsibility to co-ordinate the proper block and the proper time. One method of numbering the kicking team is from left to right or right to left in consecutive order, one through ten (Diagram



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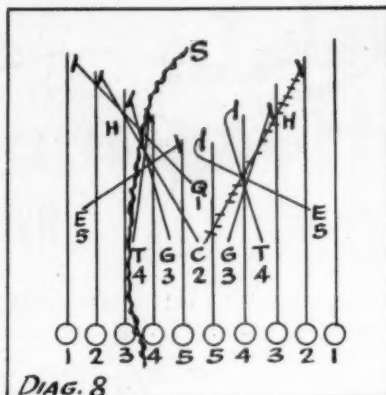
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DIAG. 8

4). The other method is numbering both ends one, the next two men to the ends two, the third man from the outside three, the fourth man four and the two middle men five (Diagram 5).

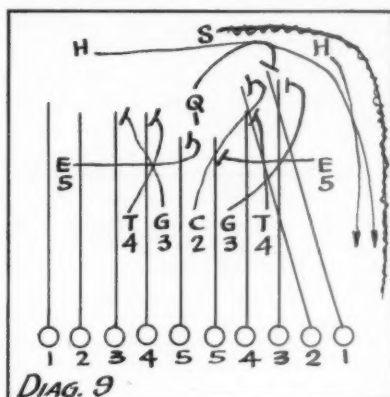
We like the method shown in Diagram 5 best since it is more balanced and stable. Diagram 6 shows the blocking assignment.

The fullback and halfbacks have no definite assignments and the two backs without the ball lead the interference for the ball-carrier. However, the balance of the players have definite assignments. The quarterback and center block the one and two men to the side to which the play is going. Before the kick-off, the receiving team may get the

hole or direction of the play from the quarterback. The holes are designated in between the kicking team's line-up, such as Right 34, Left 21, or Right 45. Thirty-four means the hole is between 3 and 4, 21 is between 2 and 1, and 45 is between 4 and 5. The quarterback may determine in the huddle whether the assignments are to be straight-away man-for-man, or cross-blocking man-for-man. Diagram 7 is a Right 34 with cross-blocking.

Diagram 8 is a Right 34 straight-away.

The one and two defensive men are not blocked. If they should smash directly in, then the logical play would be a left around 1 straight-away (Diagram 9).



DIAG. 9

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Tactical Tips for Tennis

(Continued from page 30)

of his big swings (that usually caused the ball to be deposited in the second story boxes) at a set-up lob next to the net. In front of the packed stands on the center court of the Los Angeles Tennis Club, he missed the ball completely, and (great champion that he was) enjoyed a hearty laugh along with the crowd who laughed uproariously. The lob is usually used best against the close net rusher when the lobber has other shots at his command such as "dump" shots, sharp or soft angles and hard passing shots. When the net rusher over-balances, a quick, well-timed surprise lob may upset him badly. Even the constantly repeated lob, high and deep, may wreck some very good players. We saw a player with a really big serve which could not be returned successfully in any other way by his opponent except by lobbing, go to pieces and lose, because of too many missed overheads, when his smart opponent lobbed 90 per cent

of the service returns very high and deep whether the server came in or not. This is a good illustration of the extremes to which tactical play may go, and while not very pleasing to the spectators, it was the match that helped decide the conference championship. Both of these players could easily have been classed within the first forty men players in national ranking.

In doubles, the most important shot (probably without exception) is the return of the service. This probably holds true also for singles. Perhaps the next most important thing in doubles is for the server to be able to "back up" his service successfully with good half volleys and volleys as he follows his serve to the net. Next might come the ability to smash successfully either with severity or placement, or both. Next, probably, is the ability to lob well. *The May 1949 issue of the Athletic Journal* carried a summary of my meth-

ods of coaching high school doubles players.

In teaching the various ground strokes, service, and overhead smash to beginners our personal feeling is that the detached swing when taught first is very helpful to a considerable number of players, although many may be taught the entire swing successfully from the start. Also, the approach to the subject by the pro may cause various results. The nature of the court surface, the altitude, styles of local champions, or the pro's personal likes all may influence the predominating strokes in any locality. Thus, the instructional procedures can vary also. For instance, in higher altitudes from 3,600 to 5,500 feet, extra top spin seems to help keep the ball in court better, while lobs and flat drives seem to float a little. Of course, players accustomed to these areas will still be fairly successful with flat shots and lobs because they learn gradually to compensate enough to overcome somewhat these effects, but the visitor usually will have considerable trouble in adjusting.

That no single type of grip or stroke is exclusively the best may be proved easily by a quick run down of some of our champions of the last twenty years. Vines used the Eastern grip with maximum speed and severity, and little top spin. Perry used the Perry grip or extreme Continental grip with little top spin, along with perhaps the most consistent and greatest net attack of all time. Budge, using the composite grip, employed moderate to heavy spin, great severity of strokes, and one of the finest backhands and net attacks of all time. Riggs and Parker, exponents of greater steadiness, the ultimate in tactics, were fine champions in spite of lesser power. Then came Kramer with a game very much like Vines', though possibly a trifle less severe, but he has better control. Then appeared Schroeder with usually a heavy top spin forehand and tremendously persistent net attack and his famous fifth set finish. Finally, we have Gonzales with a combination of spins, flat shots, severe strokes, and net attack following a big serve. Gonzales, however, was handicapped by temperamental reactions and extreme youth.

In the ring, boxers vary in degree from the extreme of the slugging killer type with little desire or ability for finesse, to the scientific clever boxer who knows all the tricks of fine boxing and who, perhaps not having great physical strength to knock out his opponent, can still scientifically and cleverly keep him off balance and "out point" him to win the match. Similar degrees of



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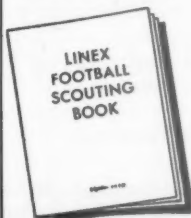
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temperament and physical strength are found in tennis players. The greatest thrill for some players is the extremely hard hit shot. They love to "blast" the ball. Missing fairly often does not seem to bother them if they can "kill" the ball in between misses.

In other players, the skillful mixture of placements, soft shots, unexpected spins, and clever deception arouses the greatest joy and thrills. These characteristics are often so fixed that attempts to change them are unsuccessful, and represent the natural mental or philosophical attitudes of the players toward things in general outside of tennis. Some players have such a mental make-up that they must attack viciously or they will not play well.

Other players take great pride in being able to return whatever the opponent hits at them, and try to

win by perseverance, and out-steadying their adversaries. Both extremes may get better results by rounding out their games if they can possibly make some adjustment mentally. The killer type should develop the ability to play steadily and tactically, if he finds someone who can out-hit him in the power game. And the soft steady type of player should develop the ability to hit hard enough to go to the net and attack if he comes up against an opponent who can out-play or out-steady him from the base line.

This leads, of course, to the so-called all-court game where defensive ability from the base line is highly efficient. The ability to consolidate base line forcing shots with a net game to form a strong rushing offensive game becomes the ultimate goal to which every player should aspire if he wants to become a champion.

Golf Pros and Physical Educators

(Continued from page 20)

as well as he is able to play. Everyone could play better if he would give attention to the mental side of his game, as it works through the physical.

—Good vision facilitates good golf. A player can practice observation off the course, as well as on, and the skill acquired will follow him to the course. For instance, after glancing at an enclosure, or window, a teacher should ask his students to recall the objects as they saw them. They should be asked to name the sizes, shapes, distances apart, number of objects, qualities, types, and colors.

In achieving golf skill then, the golfer will train his mind to make accurate selections of motor nerve groups that stimulate the muscles controlling the desired shot. To this end, the beginner will find golf books useful, the words and advice of his teacher helpful, and having standardized his game, he can practice more intelligently and with definite purpose. This practice will instill the general fundamentals of golf into the mental autonomic system.

Control of Emotions

Golf books usually mention the fact that a player's emotions must be controlled, but seldom suggest ways of overcoming the wrong golf emotions. Through practice, a golfer may develop a keener sense of perception, observe more accurately, and learn to shut out distractions and concentrate

more intensely. He will be more active in relating things which help to solve the problems of the game and the course.

Only practice will give the beginner an originality of his own and cause him to develop his own style. Practice will also ward off the decay that strikes at highly skilled players.

There is a definite link between the first shot from the fairway and the tee shot which has just preceded it. If the drive was good, the player will be able to approach the ball with confidence; but if the drive was bad, and the ball has found some sort of hazard, then only the well controlled player keeps his emotions under control.

The same thing is true in teaching beginning golfers. After "dubbing" the first shot, a beginner is often in a depressed state of mind from which he will not recover for the rest of the day.

Emotions are not always enemies; sometimes they prove to be a player's friend. They are enemies when they rob a player of his poise, speed him to foolish extremes, or agitate the player so badly that it is impossible for him to give clear thought to the game. When the emotions are stirred just enough to warm up the competitive or fighting spirit, and are held in check so that they do not explode in an upheaval of anger, fright, disappointment, or disgust, they may be quite helpful to the player.

The stirring of the emotions has

a primitive tendency to put a person in a state of preparedness for defense or attack in his game. It is one of nature's ways of helping a player to warm up and keep going in a longer and stronger manner. True, the average golf professional's picture book rarely gives insight into the mental factor of golf, yet he knows it is of *paramount importance* to the game.

The emotion of fright or defeat often spurs a player to do his best. Fear that his score will rise induces him to practice more often. The fear of being considered a poor sport challenges a more liberal spirit, and adds to the courtesy and chivalry of the player. In countless ways, fear acts as the golfer's ally, rousing in him the primitive impulse of "flight" from those things that seem to harm his game, and stirring an impulse to fight for those interests which he must conserve. Oftentimes, good golfers are too proud to admit they have fears. They prefer to say it is just an aversion, however, an aversion is simply a mild case of fear.

In order to master golf scores, it is well to make a habit of having the "conquering" frame of mind. A player should make the successful attitude a normal state of mind, whether he wins the present hole or not. The beginner must assume a feeling of supremacy over being afraid.

All golfers must be taught to play one hole at a time. Imagination can build a mountain of unhappy anticipation if they allow it to run in that direction. A player should know his clubs in practice, and his familiarity with them will help wipe out his prejudice for this one, and timidity in playing that one.

Good competition brings out the fighting spirit in the beginner and his friends almost as soon as they get the clubs in their hands. We find competition is one of the most interesting subtle hazards in golf. The constant threat which is found in the opponent tests a player's impulses, staying qualities, and control as truly as any physical hazard on the golf course.

More often than not the opponent has the whip hand over the play even before actual participation begins. Mentally the golf game itself is there, but the distraction of that individual often causes a player to lose control of his emotions. The beginner should try to play with those people he likes, and those who spur his confidence.

Another mental hazard for the beginner is the everlasting enemy called hurry. Haste will make a golfer press his swing; it whips him into an eager-



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ness to see what has become of the ball; it forces him to shoot before attention has had time to focus fairly. It compels him to play before observation has had an opportunity to bring him facts, which reason, judgment, association, and imagination must have to help him choose the most useful club, and decide on the most intelligent shot to make.

The golfer must master skill in using his clubs, but he must also develop an ability to overcome his mental hazards.

Finally, of all the golfer's mental helpers, confidence alone will make a vast difference in the score card if cultivated along with golf shooting techniques. Confident that he is going to sink his putt, and, for that matter, confidence in every shot is the answer for anyone's game.

A player's muscles may have had sufficient training to enable him to putt, but the important thing is for him to have confidence in his own ability. The beginning golfer, or any other player, must work on his game from the mental side. This means that he must be able to call to his assistance, not only confidence, but all of the mental helpers. Golfers, whether skilled or beginners, are beaten more often because of mental enemies than by their opponents' better play. They win more often because their mental allies are behind their nerves and muscles.

The physical educator recognizes the great value of the professional golfer's picture books, but there is a tremendous need for these men to write and discuss more than their own style of play. There is a great need for the professionals to discuss their style as it may be adapted to groups of players, and the true value of the mental side of golf.

Muscle Soreness

(Continued from page 26)

College of Physical Education, Health and Athletics late last year. The subjects were arbitrarily and randomly segregated into three separate groups of approximately equal number. For a thirty-day period the experimental group added 100 milligrams of vitamin C to the daily diet. The second group of subjects took a placebo, or sham tablet, each day for the same period. Thus, this group was subjected to a purely psychologic influence. The third group served as the control and no alteration of diet was carried out.

Tests of the strength and endurance of certain muscle groups were administered at the conclusion of the feeding phase of the study. From these scores indices of muscle soreness were computed for the purpose of group comparison.

The results showed that the differences existing between the placebo and control groups, and the vitamin C and placebo groups, were not significant. However, the variance between the vitamin C and the control groups, with respect to muscle soreness, could be considered significant. In other words, there is some indication that the administration of vitamin C concentrate may be effective in reducing the severity of post-exercise muscle soreness. There is certainly suggestion for further study of the favorable potentialities of ascorbic acid in connection with this condition.

Final confirmation or rejection of this intriguing hypothesis must derive from carefully controlled experiment which simulates, insofar as is feasible, the real sports situation. Patient acceptance and application of this interesting theory, on the basis of the data brought to light thus far, is not recommended. However, even the ultra-conservative coach or trainer should not overlook the established tissue-building attributes of vitamin C in the dietary guidance of his competitors. In the meantime, a fertile new area of sports research awaits the experimental scrutiny of additional scientific investigation.

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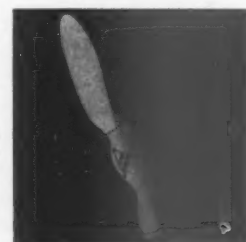
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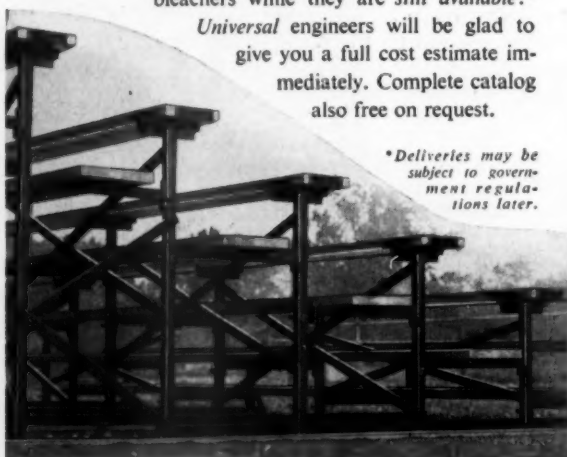


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Bleacher Experts for Over 30 Years

Unionized Athletics

(Continued from page 22)

our whole objection since we were under the impression that it was an American team and not an A.A.U. team that was to represent us at Buenos Aires. If the A.A.U. finances the summer trips overseas they have every right to take whom they wish. The minute appeals are made to finance the United States team, we question if the right belongs to them to select the personnel. On second thought, it probably does, for it is right in step with our American way of thinking—either join our union or you can't work—either compete in the A.A.U. Meet or you can't represent your country in athletic contests with other countries.

Athletics Are Not All Bad

FOR thirty years, in our editorial columns, we have preached the value of athletics, not so much for the benefit of our readers who are the coaches and athletic administrators of the nation, and as such are familiar with the values contained therein, but with the hope that the coaches might rediscover some useful facts to incorporate into their numerous talks before school assemblies and civic organizations.

When this publication was founded, coaching was considered anything but a profession. We pounded away on the fact that athletics was a part of education, and if education was considered a profession, then certainly coaching should also be considered as such. That today coaching is so considered, few will doubt. If, in this connection we have played a small part, we are indeed most grateful.

The medical profession is held in the highest regard by the American people; yet a great medical discovery seldom receives more newspaper space than the lurid story of a doctor convicted of malpractice. There are thousands of murders committed every year, the great majority of which go by unnoticed, but let a minister commit a murder in some small hamlet and that is front page news in every metropolitan newspaper. On the other hand, let a minister administer some great act of human kindness and the chances are it probably will not be mentioned in his local papers.

The American public expects the medical profession to make strides in the battle against disease and pain in the same way the minister is expected to portray the very ultimate in brotherly love. Consequently, when either does the opposite of what is expected of him, that makes news.

A magazine article on the brutalities of football,

in which fifteen or twenty deaths, due to the game are cited, will be a sensation. A story, on the other hand, extolling the virtues of football in which it could successfully be pointed out the number of lives that are saved by keeping the boys on the practice field instead of behind the steering wheel of a "souped up" tin can, would receive nothing more than a rejection slip.

This brings us up to the recent basketball scandal. Now, don't get us wrong, it is a terrible thing and we wouldn't want to minimize its importance, as we pointed out years ago when we said: "Gambling in any form is undesirable, but when it is connected with athletics it is unspeakable." To date, seventeen players have been involved in "fixing" some ten or so games. Estimating ten players for each of the 1600 colleges and 22,000 high schools, we have a figure of seven hundred thousandths of 1 per cent. The scandal did make every paper in the country, and we're glad it did, because athletes are expected to be loyal to their schools and when they aren't then the news is of first magnitude. The point we are trying to make is, that all athletics are not bad, because of a few bad actors.

With this in mind, we must set about finding a solution to the cause so that it will not recur in the future. We don't feel that the fault lies in any way with the coaches, and we cannot begin to imagine what a crushing blow it must have been to the coaches of the boys involved. We do feel that the coaches must take the lead and bring pressure to bear upon state legislatures to pass bills inflicting severe penalties both upon those offering and those accepting a bribe to "fix" an athletic contest.

That brings up the question of the arenas. A boy can tell right from wrong in Madison Square Garden just as well as he can in his own school gymnasium. In other words, there will be some that will take bribes no matter where a game is played. Because most of the "fixes" involved games played in the Garden, we feel that schools scheduling games there will leave themselves open to a public cry of commercialization. The public, at least from the hinterlands, has come to regard the Garden as the root of the evil and to subject athletes to this environment for the sake of several thousand dollars will undoubtedly provoke public indignation.

If basketball is returned to the campus and the "fixing" of games stops, then that is the answer. Certainly it will never be known whether it is or not until it is tried. E. A. Thomas, we think, answered the argument that the Garden has done so much for basketball when he said: "We agree, it has just about ruined it as a college sport."

Let us strive to prevent any recurrence of future scandals, but let us at the same time keep in mind that in well administered programs untold thousands receive benefits of athletic competition.

COACHES READY REFERENCE SERVICE COUPON

MAY, 1951

As a service to our readers and for their convenience we list here the advertisers appearing in this issue. Many of the concerns offer free booklets and coaching aids. Simply cut along the perforated rule and mail to:
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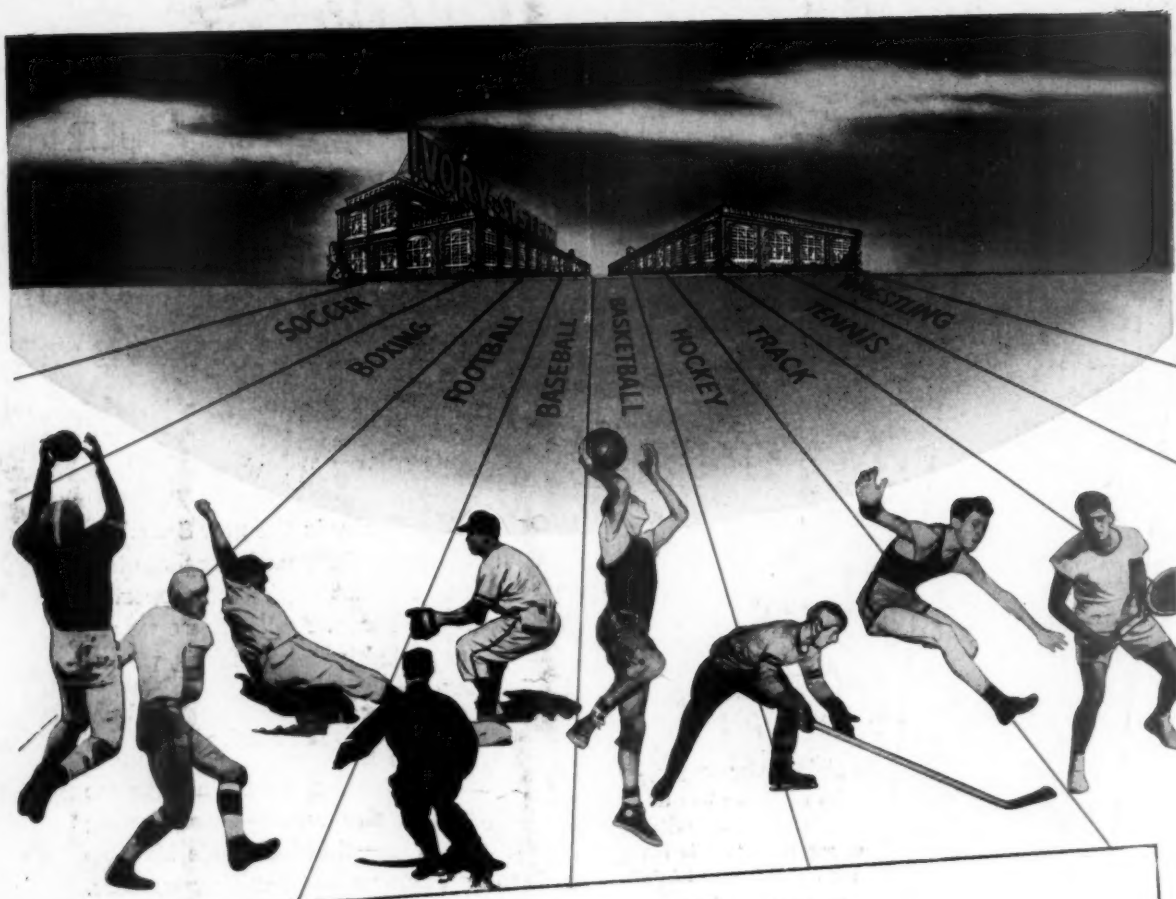
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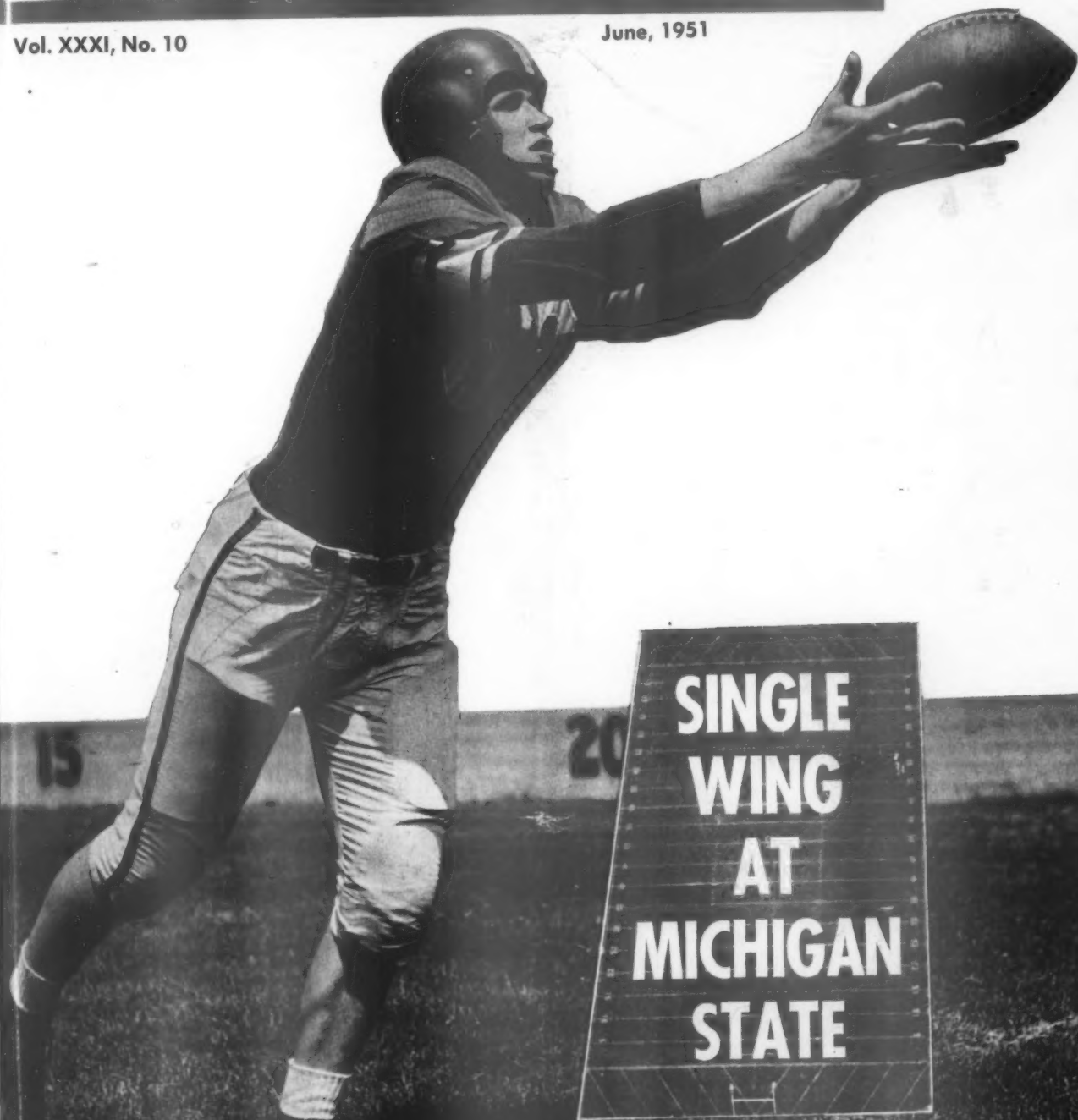
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June, 1951



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